Lesson Plans

(English)

Level … 4

Term … 1st

Lesson plan Layout
(English)

Term 1
Level 4

Wk.	Communication	Reading	Writing	Assessment
1.	▪ Consonant Diagraph (**sh** - sound) ▪ Greeting and Introducing	▪ Text: **"Elephant "** ▪ Reading Aloud ' Vocabulary'	▪ Sentence Expansion	×
2.	▪ Consonant Diagraph (**ch** - sound) ▪ Listening about animals	▪ Poem: **'I love Little Pussy "**	* Poem Writing	**Yes**
3.	▪ Consonant Diagraph (**th** - sound) ▪ Using Stress and Intonation (**Dialogues**)	▪ Text: **'Lunch Time'** ▪ Reading Aloud, Comprehension Check	* Making and using **Plurals**	×
	▪ Consonant Diagraph (**th** - sound) ▪ Talking about **past**	▪ Extensive Reading	* Question Making **(Past)**	**Yes**
	▪ Consonant Diagraph (**bl** - sound) ▪ Talking about future and jobs	▪ Text: **' What different People do."**	▪ Guided Composition **(Sequencing a story)**	×
6.	▪ Consonant Diagraph (**dr** - sound) ▪ Listening (**Clifford takes a Trip**)	▪ Text: **"A story of Butterfly"**	▪ Parallel Writing **(A Letter to a Pen Friend)**	**Yes**
7.	▪ Consonant Diagraph (**tr** - sound) ▪ Listening (**Dictation**)	▪ Text: **'Farm Machines'** ▪ Reading Aloud, Comprehension Check	* Guided Writing **'My Village'**	×
8.	▪ Consonant Diagraph (**gr** - sound) ▪ Listening (**Habits of Seven Animal families**)	▪ Poem: **"This Happy Day"**	▪ **Synonyms**	**Yes**

Lesson Plans
(English)

Level: 4

Term: 1

Week: 1

Communication	**Reading**	**Writing**	**Assessment**
• Consonant Diagraph (**sh** - Sound) • Greeting and introducing	• Text: **Elephant** • Reading Aloud, Vocabulary	• Sentence Expansion **(because)**	×

Level : 4 Term : 1 Week: 1 Day: 1	**Lesson Plan**	**Communication**

1. Objectives: The learners will be able to:
- pronounce sounds of consonant diagraph – **sh**
- distinguish speech sounds

2. Function: Practising the sounds

3. Activity: Speech Activities

4. Material: Worksheet **(sh as in fish)**

---

5. Procedure:

a. Explain how these two consonants produce a new – **sh**- sound. Write examples on the board.

b. Model Reading (by the teacher)
- Read the rhyming lines in bold voice.
- Read with rhythm and intonation.
- Teacher reads and students listen.

c. Choral Drill
- Teacher reads one line at a time and students follow in chorus.
- Pracitse it many times.
- Group reading, paired reading and individual reading can also be done.

d. Worksheet
Explain each task one by one. Ask them to sit in groups or in pairs. Take feedback after finishing each tasks.

Speech Activities and Tasks

6. Follow Up:

Select one activity from the worksheet and write it on the board.

Free Writing------ 5 Mins.

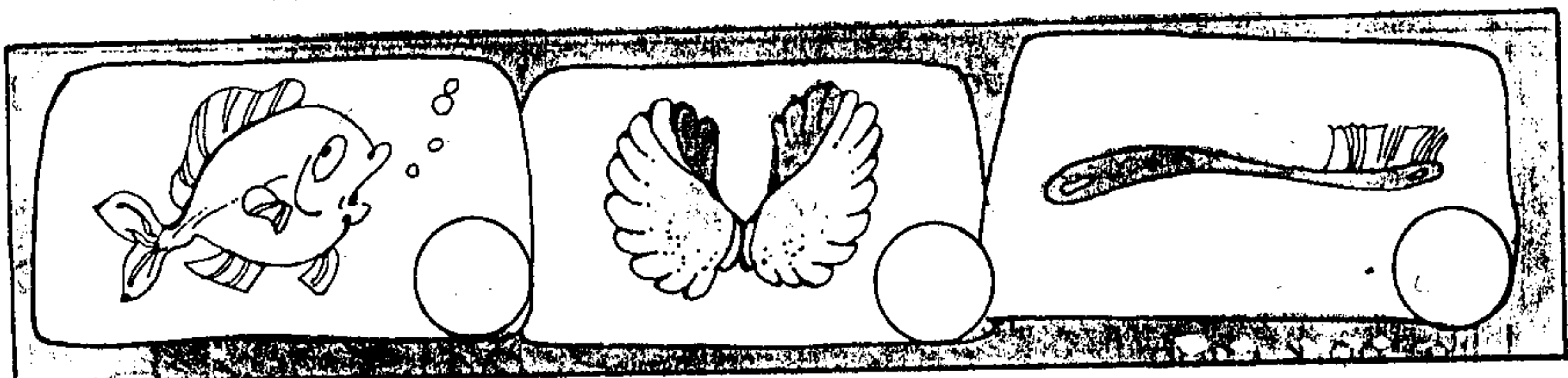
Level: 4	Worksheet	Communicat
Term: 1		
Week: 1		
Day: 1		

sh as in fish

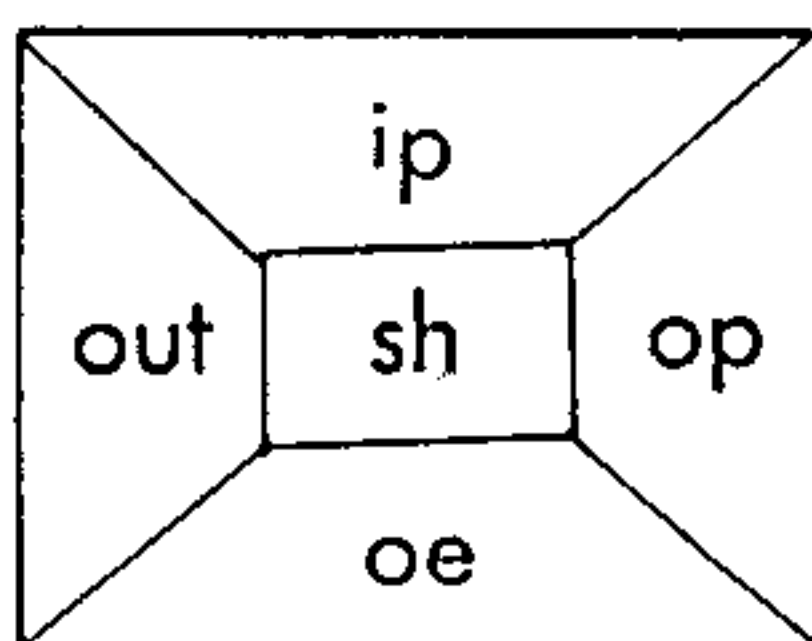
Swishing and Splashing
Swish, swish, swish
Listen to the waves
Swishing on the sand
Splash, splash, splash
Listen to the fish
Splashing near the land

Phonics and Ear Training

A Say the names of the pictures aloud.
Which word rhymes with 'swish'?
Put a tick (✓) under the correct picture.

om side to side.)

B Make words beginning with 'sh' and ~~read them~~.

1 ____________

2 ____________

3 ____________

4 ____________

Level: 4
Term: 1
Week: 4
Day: 2

Lesson Plan

Communication

1. **Objectives:** The learners will be able to:
   - guess and introduce each other
2. **Function:** introducing yourself
3. **Activity:** Dialogue Practice
4. **Material:** Chart

5. Procedure:

a. Preparation

-Introduce the topic and explain meaning of "**Introducing each other**"

- Write salutation words on the board.

  Good morning
  Good-afternoon

- Explain how and when these words are used. Take care of intonation.

b. Chart

Write the following dialogues on a chart and get it ready before the class. You can use two different colour markers for the lines of two speakers.

St.1
Good morning.
I'm Basit / Sabahat.
I'm in class four.

St. 2
Good morning.
I'm Raza/ Komal.
I'm also in class four.

d. Dialogue Practice

Choral Drill: You say each line and class repeat. Then you say all these lines of each dialogue together and class repeats after you.

Group Practice: Divide the class in two sections. One group says the dialogues of greeting and the other group says the other one in response.

Role-Play: Take one students from each group and ask them to exchange the dialogues. Students will use their own real names in introduction.

e. Further Practice

Add the following words in the dialogue and ask them to practise in role- play

- **Glad to meet you.**
- **Thanks, me too.**

Level: 4
Term: 1
Week: 1
Day: 3 2.

Lesson Plan **Reading**

1. Objectives: The learners will be able to:
- read and understand the text

2. Skills: Silent Reading, Vocabulary

3. Topic: Elephant (P# 16)

4. Material: Worksheet **(Elephant)** Text book.

5. Procedure:

a. Pre-Reading

- Write the names of some big and small animals on the board with the help of your students.
- Students will guess which animal they are going to read about. Give them some clues, such as:

  It has very big ears and big teeth.

b. With the name of the topic on the board and students open their text page.

Task1:	**Fill in the blanks**
Task2:	**Right or wrong**
Task3:	**Information about elephant**

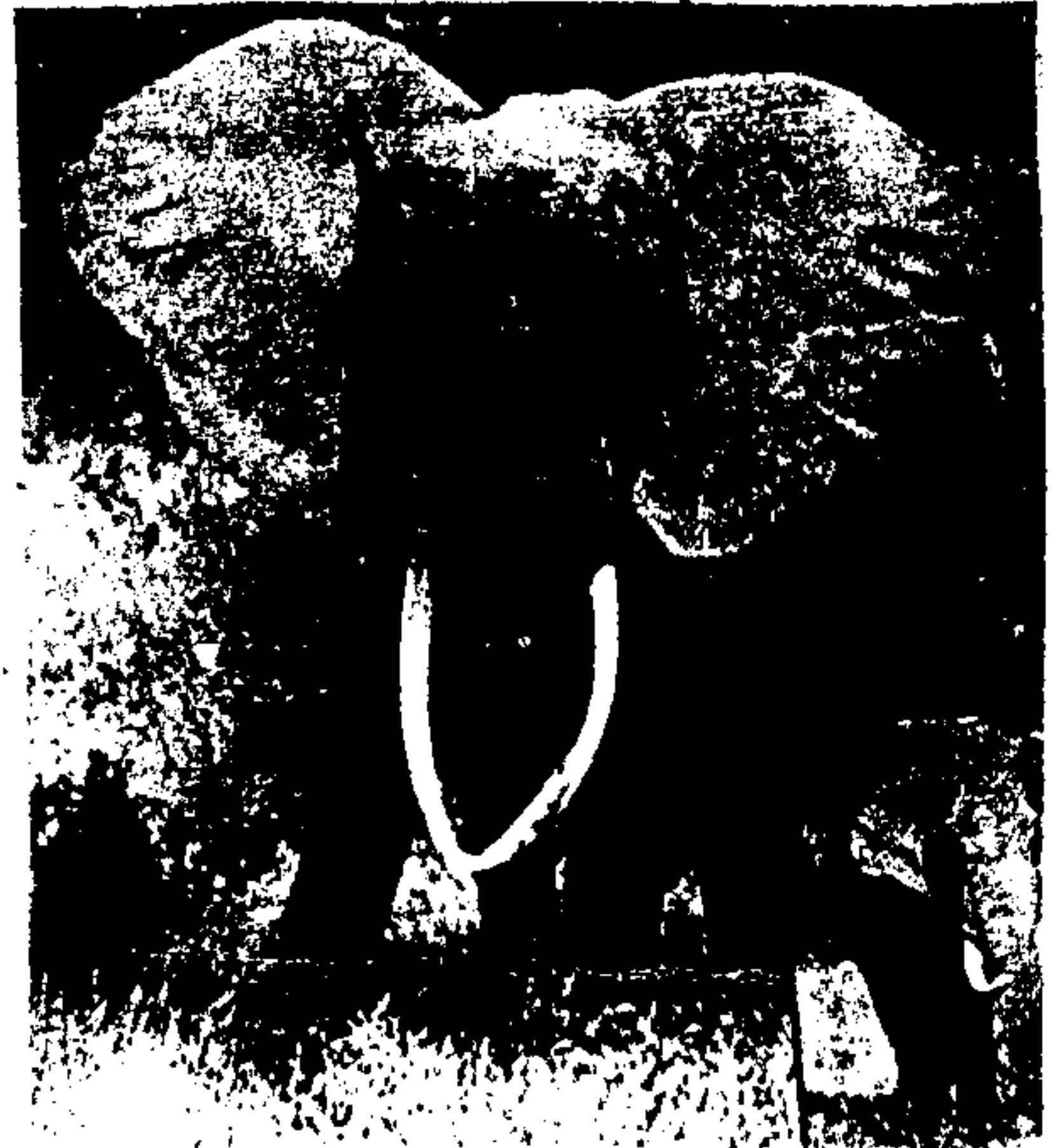
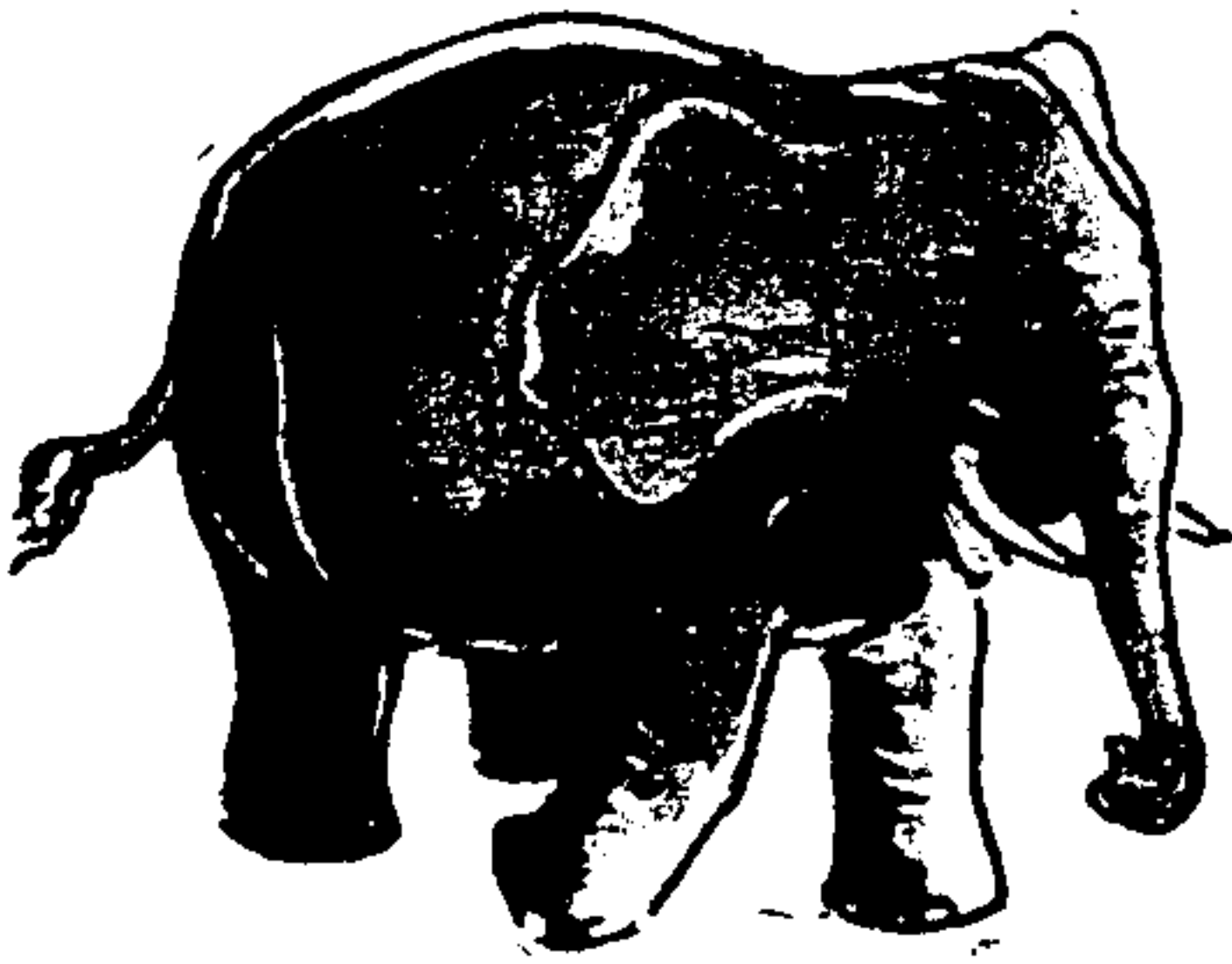
c. Pair Work

Students will sit in pairs and do the task. Ask them to check the work of their partners before feedback.

6. Follow Up:

Draw an Asian elephant and write (label) the names of its body parts.

Level: 4 Term: 1 Week: 1 Day: 3	Reading Text	Date

Elephant

Elephants are the biggest land animals. They are grey and have no hair. Elephants come from Africa and Asia.

African elephants have very big ears and Asian elephants have small ears.

The elephants have a very long nose which is called a trunk and two long, white teeth, called tusks.

They eat a lot of food. They eat leaves, grass, trees and fruit.

Elephants can swim. In fact, they are very good swimmers. Elephants love water.

Level: 4 Term: 1 Week: 1 Day: 3	Worksheet	Date

Read the text yourself and do the following tasks.

Task1: Fill in the blanks.

1. Elephants are the____________ land animal.
2. African elephants have __________ ears.
3. Their nose is called ________ and teeth are called _______
4. They can ______________ very well.

Task 2: Put √ or × in the boxes.

An elephant can run fast.	
An elephant can climb the trees.	
An elephant can eat grass.	
An elephant can fly.	
An elephant can swim.	

Task 3: What do you know about elephant?

Size	
Colour	
Ears a. African b. Asian	....
Name of the nose Size of the nose	....
Name of the teeth	....
size of the teeth	....
Food	

Level: 4 Term: 1 Week: 1 Day: 3	Lesson Plan	Reading

1. **Objectives:** The learners will be able to:
   - read for pronunciation
   - develop fluency in reading
2. **Skills:** Reading Aloud
3. **Topic:** ~~Elephants~~
4. **Material:** ~~Text Page (Elephants)~~

---

5. Procedure:

a. Reading Aloud **(20 Mins.)**

Follow the procedure

- Model Reading – by the teacher
- Choral Reading – Teacher reads every sentence and the whole class Follows.
- Group Reading _ Make groups of three students. One groups reads at a time.
- Paired Reading _ Make pairs and one pair reads at a time.
- Individual Reading _ One students reads at a time.

b. Comprehension Questions (Oral Practice)

- Ask them to read the text page of the previous lesson
- Ask similar questions as many as you can. Take response orally and let them read the text to find the answers.
  - **What colours are elephants?**
  - **Are elephant big or small?**
  - **Do they like water?**
  - **Can they swim?**
  - **What is difference between Asian elephant and African elephant?**
  - **What do they like to eat?**
  - **Do they eat meat?**
  - **What is trunk?**
  - **What is tusk?**
  - **Say few sentence about an elephant.**

6. Follow Up:

Write few lines about elephants

Free Writing ---------- 5 Mins.

Level: 4 Term: 1 Week: 1 Day: 1/1	Lesson Plan	Writing

1. **Objectives:** The learners will be able to:
   - write longer sentences
   - expand sentences by using – because
2. **Function:** - Making sentences longer
3. **Activity:** Sentences Expansion
4. **Material:** Worksheet Text book (P# 25)

5. Procedure:

a. Pre- Writing

Explain that sometime we say small sentences and sometime we say longer sentences. Write examples on the board.

e.g. I have a book.

I have two story books.

b. Worksheet

Ask them to take words from each column and read as many sentences as they can.

Task 1 Explain that you will ask questions form a pair and the pair answers by taking words from each column and thus, a sentences expands (become longer).
Ask two students to stand up and answer together. They can use their own names..

Tr. Who went to the canal?	Pair:	Ruby and I.
Tr. Say in a complete sentence	Pair:	Ruby and I went to canal.
Tr. Good. How did you go to the canal?	Pair	We walked.
Tr. Say in a complete sentence.	Pair	Ruby and I walked to the cana
Tr. Why did you to the canal.	Pair	Because it was very hot.
Tr. Now say it again in a complete .... sentence.	Pair	Ruby and I walked to the cannel because it was hot.

- Take another pair for the second set of questions and the third pair and so on (In dialogue 3, you can use **where** in place of **how**).
- Repeat with more students if they require more practice

Task 2 Ask them to copy the sentences form the above column.

Task 3: Explain the task.

- (I missed the bus).
- (I did not go to school).
- It was her birthday).
- (did not go on work).

Peer checking ------- feedback

6. Follow Up: Repeat task 3

Level: 4 Term: 1 Week: 1 Day: 5.	Worksheet	Date .

Task 1: Take words for each column and read the sentences.

Ruby and I My sister and I My brother and I	walked went ran	to the canal to the circus after the dog	because	it was hot. it was holiday. it was playing .

Task 2: Copy the sentences

- ______________________ **because** ____________
- ______________________ **because** ____________
- ______________________ **because** ____________

Task 3: Complete the sentences.

- I reached school late because __________________.
- ____________________________because I was sick.
- My sister invited her friends because ____________.
- My father _______________ because it was Sunday.

Lesson Plans
(English)

Level: 4

Term: 1

Week: 2

Communication	Reading	Writing	Assessment
• Consonant Diagraph **ch** - Sound • Listening about Animals	• Poem **' I love Little Pussy'**	• Poem Writing	√

Level : 4
Term : 1
Week: 2
Day: 1

Lesson Plan **Communication**

1. Objectives: The learners will be able to:
- pronounce sounds of consonant diagraph – **ch**
- distinguish speech sounds

2. Function: Practising the sounds
3. Activity: Speech Activities
4. Material: Worksheet **(ch as in chair)**

---

5. Procedure:

a. Explain how these two consonants produce a new – **ch**- sound. They are called consonant diagraphs. (Do not mention it to yours students)Write examples on the board.

b. **Model Reading** (by the teacher)
- Read the rhyming lines in bold voice.
- Read with rhythm and intonation.
- Teacher reads and students listen.

c. Choral Drill
- Teacher reads one line at a time and students follow in chorus.
- Pracitse it many times.
- Group reading, paired reading and individual reading can also be done.

d. Worksheet
Explain each task one by one. Ask them to sit in groups or in pairs. Take feedback after finishing each task.

Speech Activities and Tasks

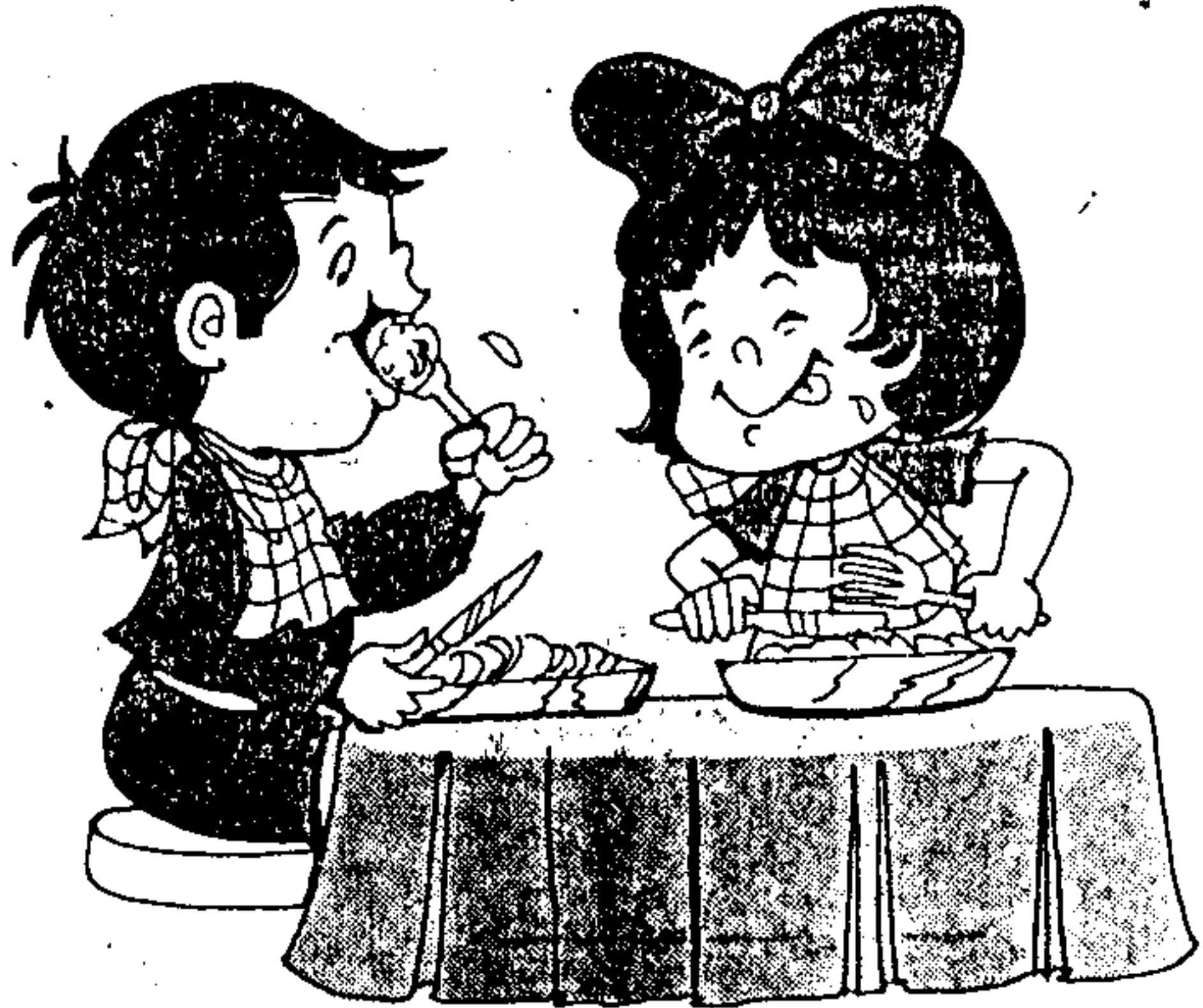
6. Follow Up:

Select one activity from the worksheet and write it on the board.

Free Writing --------- 5 Mins.

Level: 4 Term: 1 Week: 2 Day: 1	Worksheet	Communication

ch as in chair

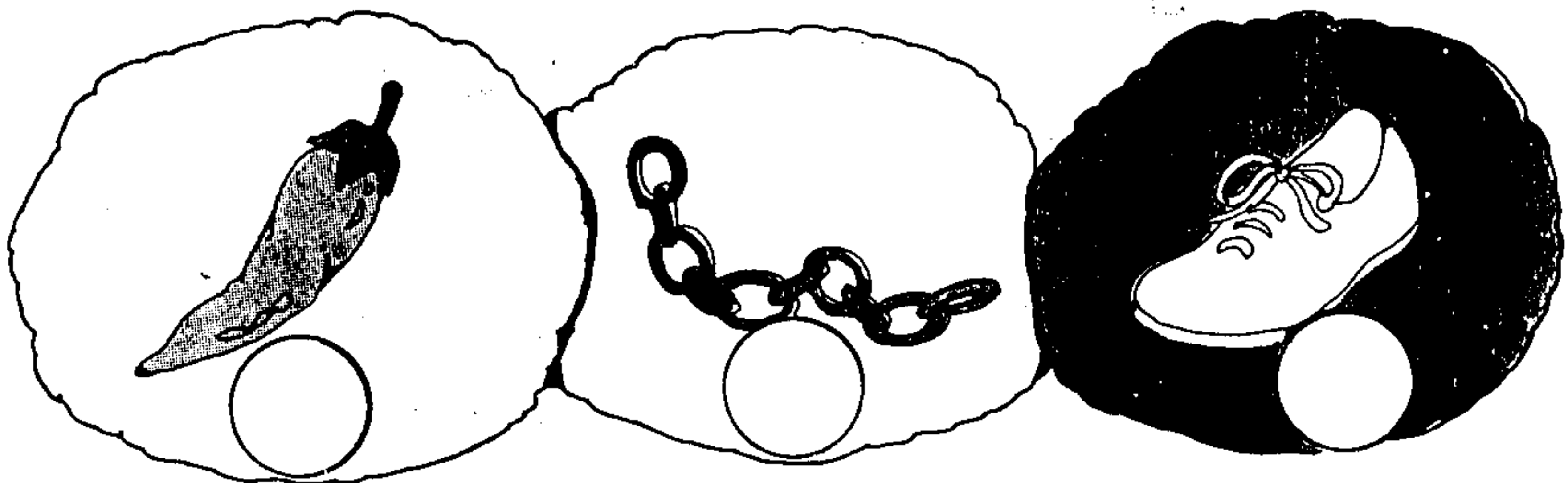
Chicken Chop
Chip chop, chip chop,
Who likes **chicken chop**?
I like pork **chop**
Charlie likes **chicken chop**

Phonics and Ear Training

A Read the words below. Circle the words which begin with the 'ch' sound.

1	chair	shell	chick	chalk	shop
2	children	sleep	chain	walk	chopsticks

B Write out the words which end with the 'ch' sound. Say the words.

match jam catch wash ____________ ____________

C Say the names of the pictures.
Which word does not begin with the 'ch' sound?
Put a tick (✓) under the picture of this word.

Level: 4
Term: 1
Week: 2
Day: 2

Lesson Plan ~~Communication~~

1. Objectives: The learners will be able to:
- listen and understand the text
- develop vocabulary

2. Function: Listen and follow

3. Activity: ~~Grid Filling~~

4. Material: Worksheet (**Animals**)

5. Procedure:

a) Preparation

Talk about different animals, their colours and sizes. Select only those animals which are included in the listening text and write their names on the board.

b. Listening

- First Listening

Clear the board when you start reading. Students only listen. In feedback ask about the names of animals only and write them names on the board.

- Second Listening

Distribute the worksheets.
Teacher reads again and students fill up the boxes.

- Feedback.

Students have peer checking first then report back to the teacher.

- Third Listening

Teacher reads again and asks questions orally. Students answer by looking at the worksheets. Make similar questions as many as you can. .

e.g.

- **What colours are monkeys?**
- **Are penguins big or smalls?**

6. Follow Up:

Choose any three animals and write two lines on each.

Listening Text

- Elephants are big Animals and they are grey in colour.
- Monkeys are usually small and they are black or brown in colour.
- There are two kinds of Kangaroos. Both kinds are big and they are either brown or grey.
- Tigers are also big animals. They are mainly orange and black.
- Crocodiles are big and long. They are green animals.
- Penguins are small animals and they are black and white in colur.
- Pandas are black and whitetoo, but they are big animals.

Level: 4 Term: 1 Week: 2 Day: 2	Worksheet	Date

Animals

Animals	*Size*	*Colours*
Elephants	big	
Monkeys		black and ……………
Kangaroos		……………………… or grey
Tigers	big	…………….. and ……………..
Crocodiles	big and ……….	
Penguins		black and …………………
Pandas	big	……………… and …………….

Draw animals you like and colour them .

Level: 4 Term: 1 Week: 2 Day: 3	**Lesson Plan**	**Reading**

1. Objectives: The learners will be able to:
- recite the poem in rhythm
- enjoy poem reading

2. Skills: Reading for pleasure

3. Topic: 'I ~~love little pussy~~' Science Fiction Story (P# 30)

4. Material: Poem Page (**I love Little Pussy**), picture of a cat

---

5. Procedure: C.W Reading comprehension

a. Preparation

- Talk about ~~pets~~. dian
- Ask them to guess what they are going to read about. Give the following clues.

- **It is very soft.**
- **It plays.**
- **It has four feet.**
- **It likes meat and milk.**

b. Announcement of the Topic

c. Poem Reading

Follow the procedure. **(See orientation pages given at the back)**

d. Worksheet

Task 1

Task 2

Peer checking and feedback follows each task

6. Follow Up:

Draw a picture of a cat.

Free Writing .... 5mins.

H.W What did you do on weekend? Write about it.

Level: 4
Term: 1
Week: 2
Day: 3

Poem Page

Reading

I Love Little Pussy

I love little pussy,
Her coat is so warm,
And if I don't hurt her,
She'll do me no harm.

So I'll not pull her tail,
Nor drive her away,
But pussy and I,
Very gently will play.

She shall sit by my side,
And I'll give her some food,
And pussy will love me,
Because I am good.

(Jane Taylor)

Level: 4 Term: 1 Week: 2 Day: 3	Worksheet	Date

Task: 1 Find the rhyming words from the poem.

_______ _______ _______

_______ _______ _______

Task 2: Read the poem again and find *will* and *will not* sentences.

What I will do.	What I will not do.
____________________	____________________
____________________	____________________
____________________	____________________

What cat will do.	What cat will not do.
____________________	____________________
____________________	____________________
____________________	____________________

Level: 4 Term: 1 Week: 2 Day: 4	**Lesson Plan**	**Writing**

1. Objectives: The learners will be able to:
- write rhyming lines
- use vocabulary

2. Function: Talking about happy events

3. Activity: Poem Writing

4. Material: Worksheet Note book (Chart)

5. Procedure:

a. Preparation

- Ask the following questions. Take oral feedback.

  - Think of an action or an activity that makes you happy.
  - Think of the places where you have been happy.
  - Think of the people that you have been happy with.

- If they do not understand, tell them about yourself and write sentence on the board.

  e.g. **When I teach the children.**
  When I walk in the park.
  When I Visit my friends.

b. Worksheet

Task 1: Read the rhyming lines aloud. Ask them to read after you.

Task 2: Prepare them for writing a poem. Explain the given task. Arrange them to sit in groups.

Peer checking and feedback

6. Follow Up:

Write a poem of four lines and draw a picture of one thing or an event that made you happy.

C.W Task. 2

H.W: Assessment of H.W / Date

Level: 4 Term: 1 Week: 2 Day: 4	Worksheet	Date:

Task 1: This poem is about a boy. He is telling what has made him happy. Read it aloud along with your teacher.

Happiness is eating ice cream.

Happiness is swimming the pond.

Happiness is playing in the park.

Happiness is when my dad had a car.

Happiness is my birthday.

Happiness is going on a drive.

Happiness is playing with friends.

Happiness is when our school is closed.

Task 2: Can you write a poem like that?
Pick out some of the things from the poem and also add some more which made you happy.

Happiness is ____________________

Happiness is ____________________

Happiness is ____________________

Happiness is when ____________________

Happiness is ____________________

Happiness is ____________________

Happiness is ____________________

Happiness is when ____________________

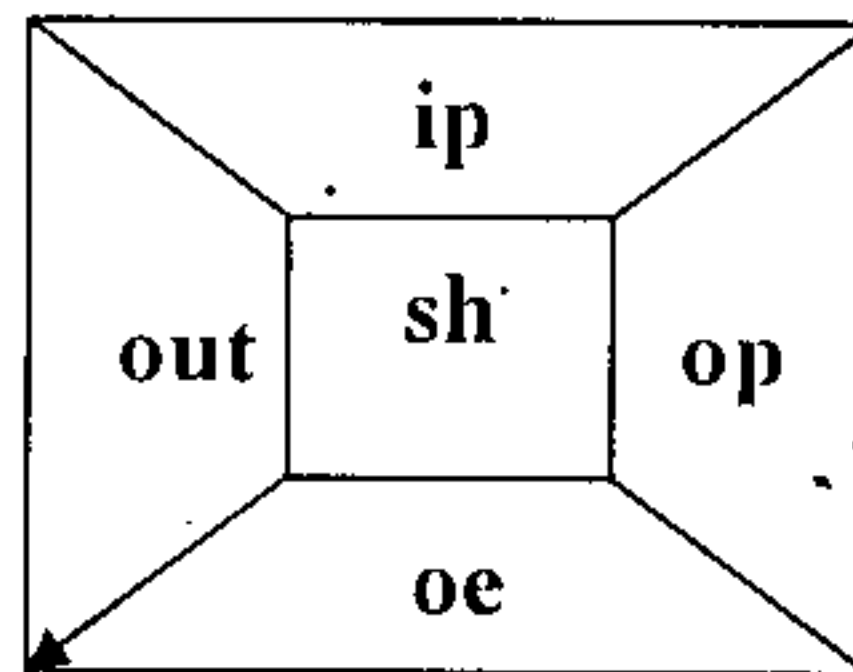
Level: 4	
Term: 1	Assessment
Week: 2	
Day: 6	

1.a Make words beginning with 'sh' sound (2)

1. __________
2. __________

ip

out | sh | op

oe

3. __________
4. __________

b. Make words beginning with 'ch' sound

__________ __________

2. Complete the dialogue. (1)

Azra: Hello, Good morning. I'm Azra and I am in class four.

Uzma: ____

3. Complete the following sentences (2)

- My father ______________ because it was my birthday.
- My teacher was angry because ____ _____ _____ ______.

4. **Read the following and write answers of the questions, given below**

> *Monkeys are usually small and black or*
>
> *brown in colour. They eat fruit and leaves*
>
> *but they do not like grass. They can climb*
>
> *up the tress and jump from branch to branch.*
>
> *A monkey has a long tail and four feet.*
>
> *They can sit like man and eat with two hands.*

1. **What colour are monkeys?**

____

2. **What is their food?**

____

3. **How do they go to the branches of a tree?**

____

4. **Why do they look like a man?**

____

Lesson Plans

(English)

Level: 4

Term: 1

Week: 3

Communication	**Reading**	**Writing**	**Assessment**
• Consonant Diagraph (**th** – sound) • Using stress and intonation (**Dialogues**)	• Text: **Lunch Time** • Reading Aloud, Comprehension Check	• Making and using **Plurals**	×

Level : 4
Term : 1
Week: 3
Day: 2

Lesson Plan

Communication

1. Objectives: The learners will be able to:
- pronounce sounds of consonant diagraph – **th**
- distinguish speech sounds

2. Function: Practising the sounds

3. Activity: Speech Activities

4. Material: .~~Worksheet~~ **(th as in that)**
Chart

---

5. Procedure:

a. Explain how these two consonants produce a new – **th**- sound. They are called consonant diagraph (Do not mention it to your students) Write examples on the board.

b. Model Reading (by the teacher)
- Read the rhyming lines in bold voice.
- Read with rhythm and intonation.
- Teacher reads and students listen.

c. Choral Drill
- Teacher reads one line at a time and students follow in chorus.
- Pracitse it many times.
- Group reading, paired reading and individual reading can also be done.

d. Worksheet
Explain each task one by one. Ask them to sit in groups or in pairs. Take feedback after finishing each task.

Speech Activities and Tasks

6. Follow Up:

Select one activity from the worksheet and write it on the board.

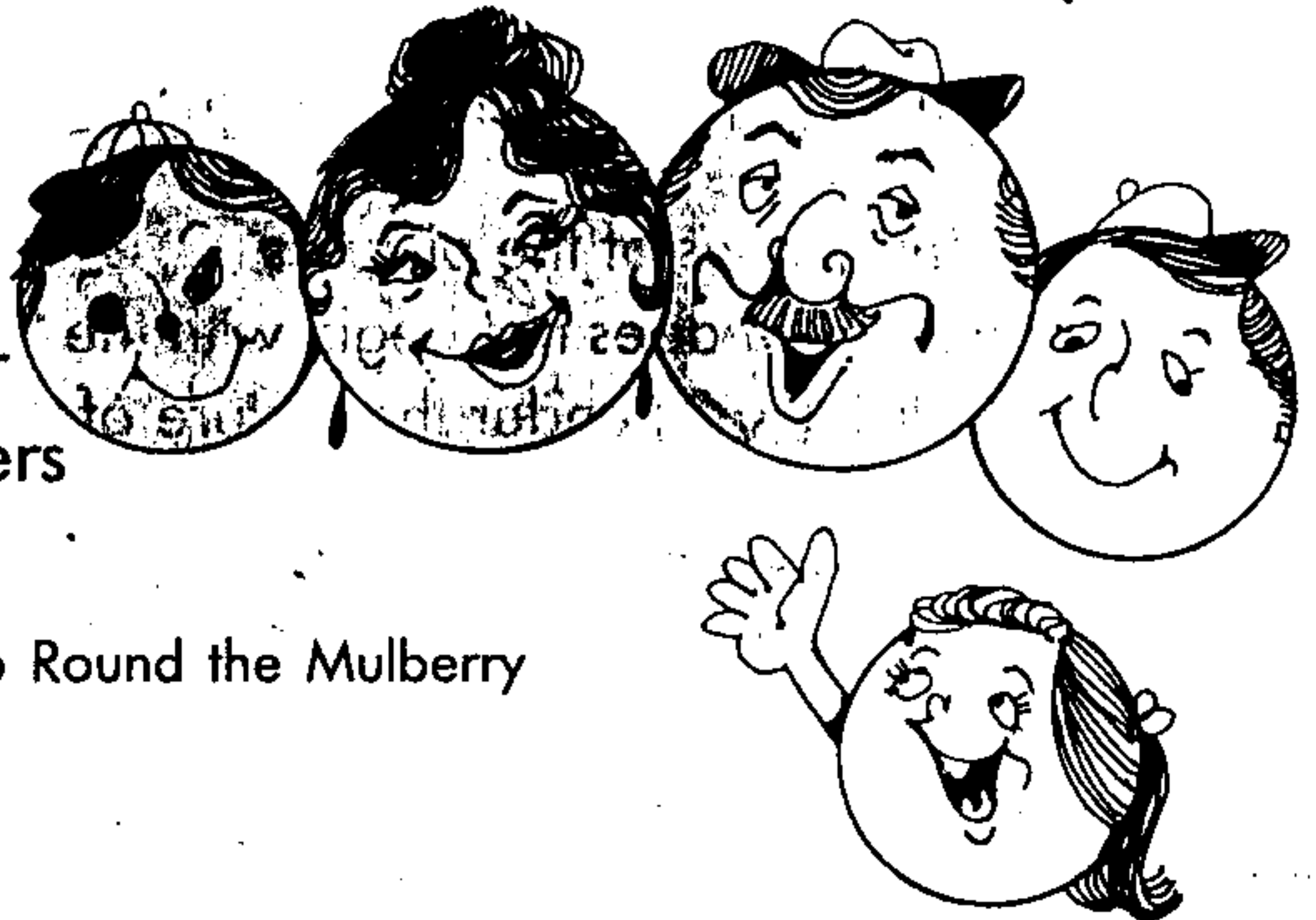
Free Writing ---------- 5 Mins.

Practising
Circle ... that ...

Level: 4 Term: 1 Week: 3 Day: 1	Worksheet	Communication

th as in that

My Family
This is my caring fa**th**er
And **that** is my loving mo**th**er
These are my two big bro**th**ers
We love one ano**th**er

(May be sung to tune of "Here We Go Round the Mulberry Bush".)

Heather

Word Meanings

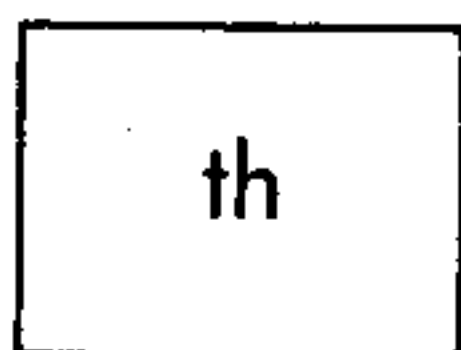
Answer the questions.

1 How many people are there in Heather's family?
There are______________people.

2 How many brothers has Heather?
She has______________brothers.

3 How many people are there in your family?
There are______________.

Phonics and Ear Training

A Make words with the 'th' sound and read them. Listen for the 'th' sound.

th	_____em	_____is	fa_____er
	_____ey	_____ese	mo_____er
	_____at	_____ose	bro_____er

B Circle the words that have the 'th' sound.

1 My brother's clothes are wet.

2 These are their father and mother.

3 That is a feather duster.

Level: 4 **Term: 1** **Week: 3** **Day: 2 3**	**Lesson Plan**	**Communication**

1. **Objectives:** The learners will be able to:
   - be aware of stress and intonation in speech
2. **Function:** Pronouncing the dialogue with intonation
3. **Activity:** Drill and dialogue practice
4. **Material:** Worksheet **(dialogues)**

---

5. Procedure:

a. Write the lines of dialogues on the board and explain the symbol of rising and falling tones.
Circles show rising tones of the voice and arrows show the falling tones. Say the words of the dialogue properly so that your students could follow him.

b. -Say the first lines in simple plane manner without stress and intonation.
- Repeat the same lines in proper stress and intonation and explain the difference that:

Without rising and falling tone, the words sound meaningless and uninteresting and with rising and falling tone, speech gives sense and meaning.

c. You pronounce the dialogue, while putting your pencil or pointer on the draw lines around the words to show high or low pitch of your voice.

d. Worksheet

- **Choral Drill in groups**
- **Drill in pairs**
- **Role – Play**

6. Follow Up;

Write how do you greet each other

Level: 4
Term: 1
Week: 3
Day: 2
Worksheet
Date
Dialogues
Hello! .... Good morning ....How are you?
Good morning ....Thank you.........fine.
Hi! .... Hello.........How are you doing?
Fine............... Thanks
Hello!..................Where are you going?
Hi!.........I'm going home.

Level: 4 Term: 1 Week: 3 Day: 3	Lesson Plan	Reading

1. Objectives: The learners will be able to:
- read and understand the text
- develop vocabulary

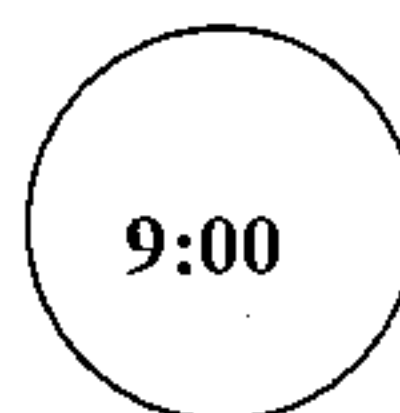
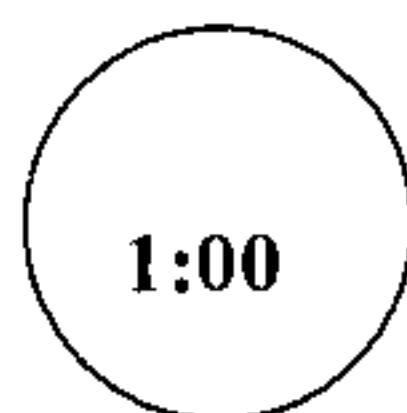
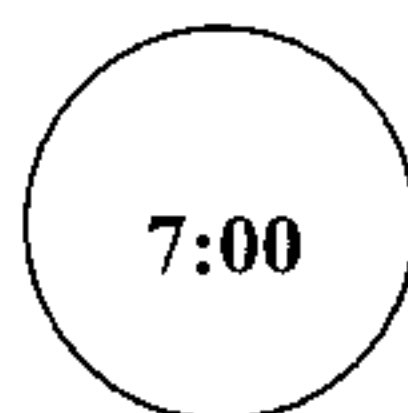
2. Skill: Reading Silently

3. Topic: Lunch Time

4. Material: Text Page **(Lunch Time)**, worksheets

5. Procedure:

a. Preparation

Draw three watches on the board and show the given time in the watches. Ask them which one is a lunch time and which ones are dinner and breakfast times and write under each clock..

b. Text Page

- Discuss the picture of the text page and ask questions about:
  - **Furniture**
  - **Food**
  - **People**
- Ask them to have a look at the text page and do the following:
  - **Underline the names of persons.**
  - **Write the names against the pictures of persons.**
  - **What are people doing in the picture?**
  - **What is the time in the clock?**

c. Announcement of the Topic

- Explain lunch time and write the topic on the board

d. Worksheet

- Students will read the text first then do the tasks one by one.
- Peer checking and feedback follows each task

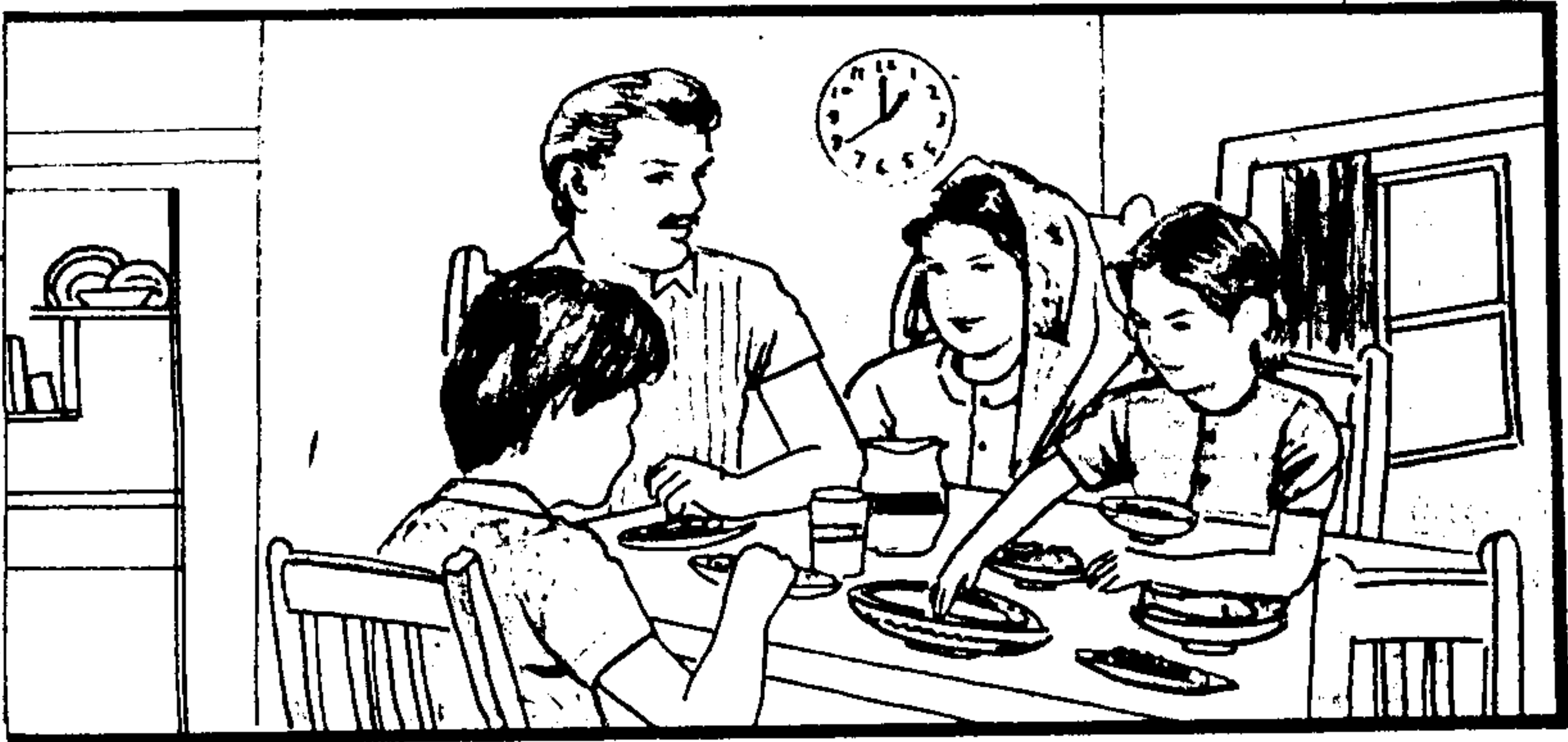
Task 1:	**Read the text and find words for the list**
Task 2:	**Write correct words in the blanks**
Task 3:	**Chose the right words and complete the sentences**
Task 4:	**Say properly along with your teacher**

6. Follow Up:

When do you take your lunch and what do you eat in your lunch?

Level: 4
Term: 1
Week: 3
Day: 3

Text Page

Lunch Time

It is one o'clock. It is lunch time.

Shama and Rafiq are sitting at the dinning table.

They are hungry. Lunch is ready. There are four dishes on the dinning table – fish, curry, Daal and Chapatis.

Shama and Rafiq both wash their hands. They sit with Father and Mother. They thank God for the food. All say "Bissmillah" before they eat.

Level: 4 Term: 1 Week: 3 Day: 3	Worksheet	Date

Task 1: Read the text and find words for the lists.

People	Food
__________	__________
__________	__________
__________	__________
__________	__________

Task 2: Write the correct words in the blanks.

1. It is ____________ o clock
   a. two
   b. five
   c. one

2. There are _____________ dishes on the dining table.
   a. five
   b. three
   c. four

3. There is ____________ on the dining table.
   a. breakfast
   b. lunch
   c. dinner

4. Shama and Rafiq sit with ___________.
   a. sister and father.
   b. mother and father.
   c. father and mother.

5. **They thank God for the ______________.**
   a. **sweets**
   b. **oranges**
   c. **food**

Task 3: **Choose the right part and complete the sentences.**

Shama and Rafiq are *hungry* so,

they want to ______________

- **play football.**
- **eat food.**
- **sleep in bed.**

Task 4: **Say properly along with your teacher.**

Ze (z) sound

lunches, benches, dishes, watches, fishes

Chapaties, boys, girls, tables, shoes

Sa (s) sound

books, clocks, roofs, pens, rats

cups plates, students caps cats

Level: 4 **Term: 1** **Week: 3** **Day: 4**	**Lesson Plan**	**Reading**

1. Objectives: The learners will be able to:
- read for pronunciation
- develop fluency in reading

2. Skills: Reading Aloud

3. Topic: Previous Lesson

4. Material: Text Page **(Lunch Time)**

---

5. Procedure:

a. Reading Aloud **(20 Mins.)**

Follow the procedure

- **Model Reading** – by the teacher
- **Choral Reading** – Teacher reads every sentence and the whole class follows.
- **Group Reading** _ Make groups of three students. One group reads at a time.
- **Paired Reading** _ Make pairs and one pair reads at a time.
- **Individual Reading** _ One students reads at a time.

b. Comprehension Questions (Oral Practice) **(20 Mins.)**

- Ask them to open the text page of the previous lesson.
- Ask similar questions as many as you can. Take responses orally and let them read the text to find the answers.

> - **How many persons are sitting? (Names)**
> - **What are they doing?**
> - **What are they eating?**
> - **What time is it?**
> - **Are they eating lunch or dinner?**
> - **What do they do before eating?**
> - **Why do they thank God?**

Free Writing ----------- 5 Mins.

Level: 4
Term: 1
Week: 3
Day: 5th

Lesson Plan **Writing**

1. Objectives:	The learners will be able to: - learn about plural form of the words - use plural form in sentences
2. Function:	Using Plural Form
3. Activity:	Gap- filling
4. Material:	Worksheets

5. Procedure:

a. Preparation

- Talk about plural form and check how much they know about it.
- Write example sentences and explain that verb of a sentence also changes if it written in plural form.

e.g. A boy **is playing** with a ball.

Boys **are playing** with balls.

b. Worksheet (Pair Work)

Task 1: Explain each task properly, giving examples on the board.

Task 2: Explain again. If you have time, write more sentences on the board, using the given nouns form each type.

Peer checking and feedback follow each task

6. Follow Up:

Repeat task 2

Level: 4
Term: 1 **Worksheet** **Date**
Week: 3
Day: 5

<u>Singular</u> *means there is* <u>*one*</u> *person or thing.*
<u>*Plural*</u> *means there is* <u>*more*</u> *than one.*

Task 1: **Nouns change when they become plural.**
Fill in the gaps

a. Adding – s

dog ____*dogs*____
rabbit ________
tree ________
friend ________
desk ________

b. Adding _ es

fox ____*foxes*____
box ________
dress ________
dish ________
bush ________

c. Changing – y to ies

puppy ____*puppies*____
baby ________
copy ________
story ________
jelly ________

d. Changing other letters

woman ____*Women*____
mouse ________
tooth ________
man ________
child ________

Task 2: **Rewrite these sentences in plural form.**

- The dog wants a bone.

____

- The baby is sleeping.

____

- Fox is running after a goat.

____

- Child is playing with a ball.

Lesson Plans
(English)

Level: 4

Term: 1

Week: 4

Communication	**Reading**	**Writing**	**Assessment**
• Consonant Diagraph (**th** - sound) • Talking about past	• Extensive Reading	• Questions Making **(Present and Past)**	√

Level: 4 **Term: 1** **Week: 4** **Day: 1**	**Lesson Plan**	**Communication**

1. Objectives: The learners will be able to:
-pronounce sounds of consonant diagraph – **th**
-distinguish speech sounds

2. Function: Practising the sounds

3. Activity: Speech Activities

4. Material: Worksheet (**th as in thief**)

---

5. Procedure:

a. Explain how these two consonants produce a new – th- sound.
Explain the difference between **th as in that** and **the as in thief**. Write examples on the board.

b. Model Reading (by the teacher)
- Read the rhyming lines in bold voice.
- Read with rhythm and intonation.
- Teacher reads and students listen.

c. Choral Drill
- Teacher reads one line at a time and students follow in chorus.
  - Pracitse it many times.
  - Group reading, paired reading and individual reading can also be done.

d. Worksheet
Explain each task one by one. Ask them to sit in groups or in pairs. Take feedback after finishing each task

Speech Activities and Tasks

6. Follow Up:

Select one activity from the worksheet and write it on the board.

Free Writing ---------- 5 Mins.

Level: 4		
Term: 1	Worksheet	Communication
Week: 4		
Day: 1		

th as in thief
(voiced)

Tom Thumb

Tom **Thumb** is tall and very **thin**
I **think** he is nearly **thirty-three**
He finds some **thick thread** in a tin
And ties it **three** times round **the** tree

Word Meanings

Fill in the blank with the correct word.

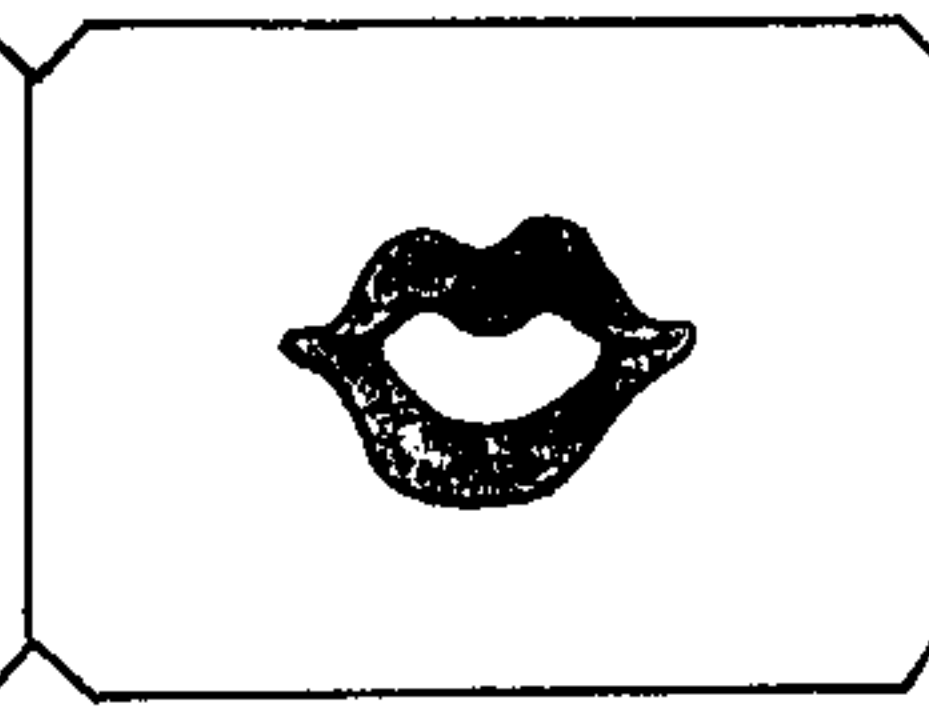
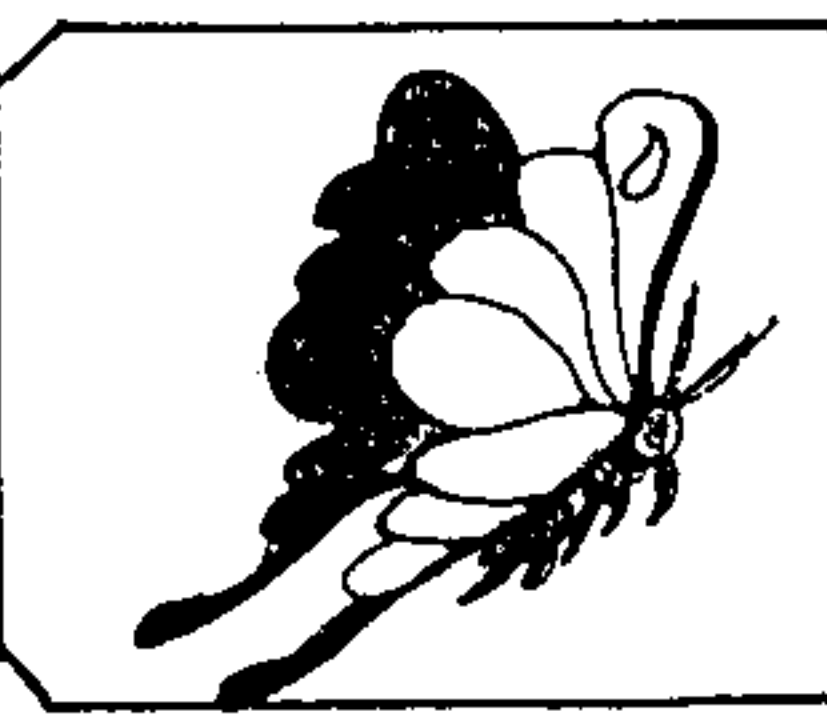
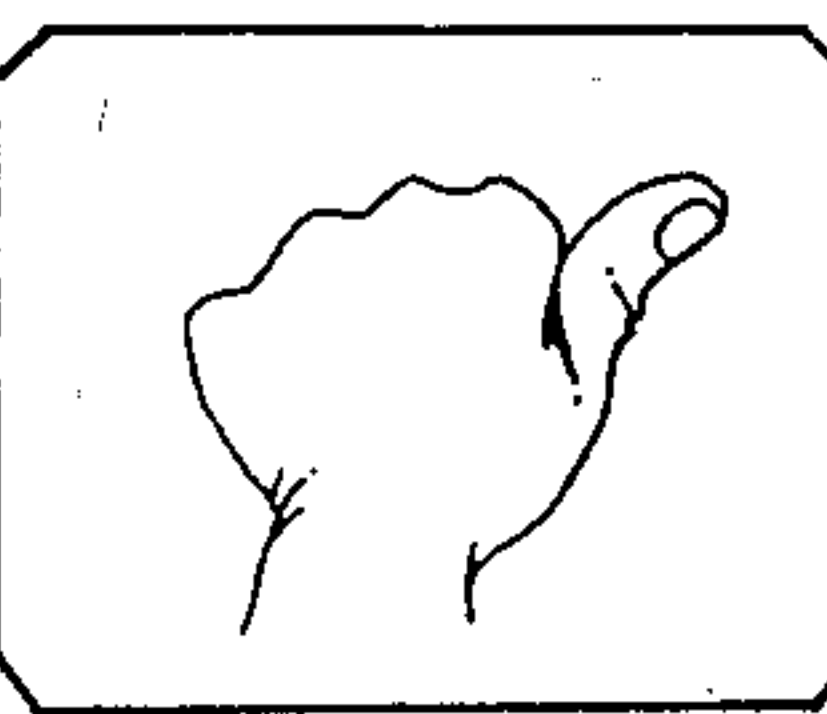
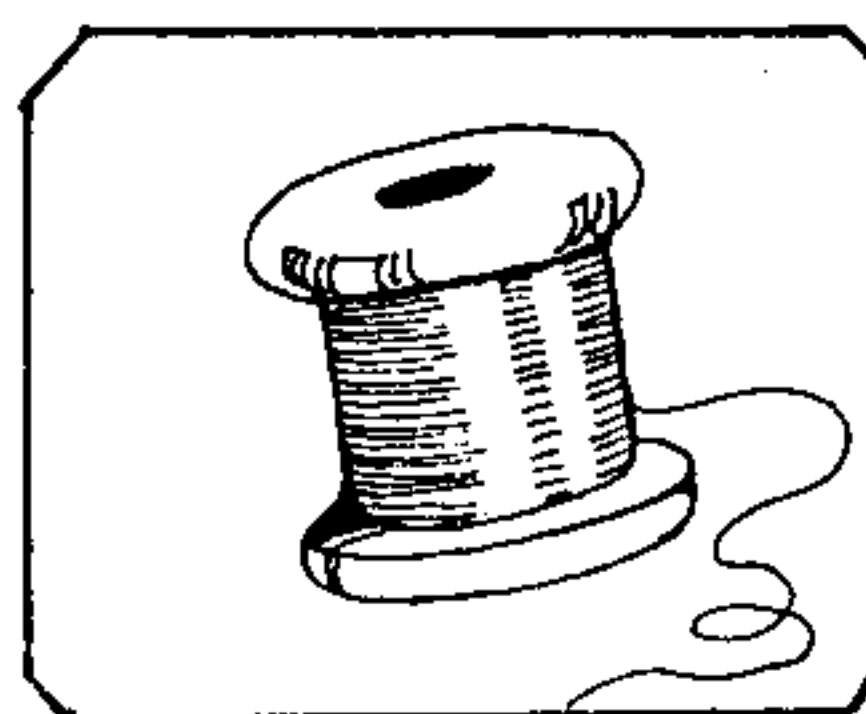
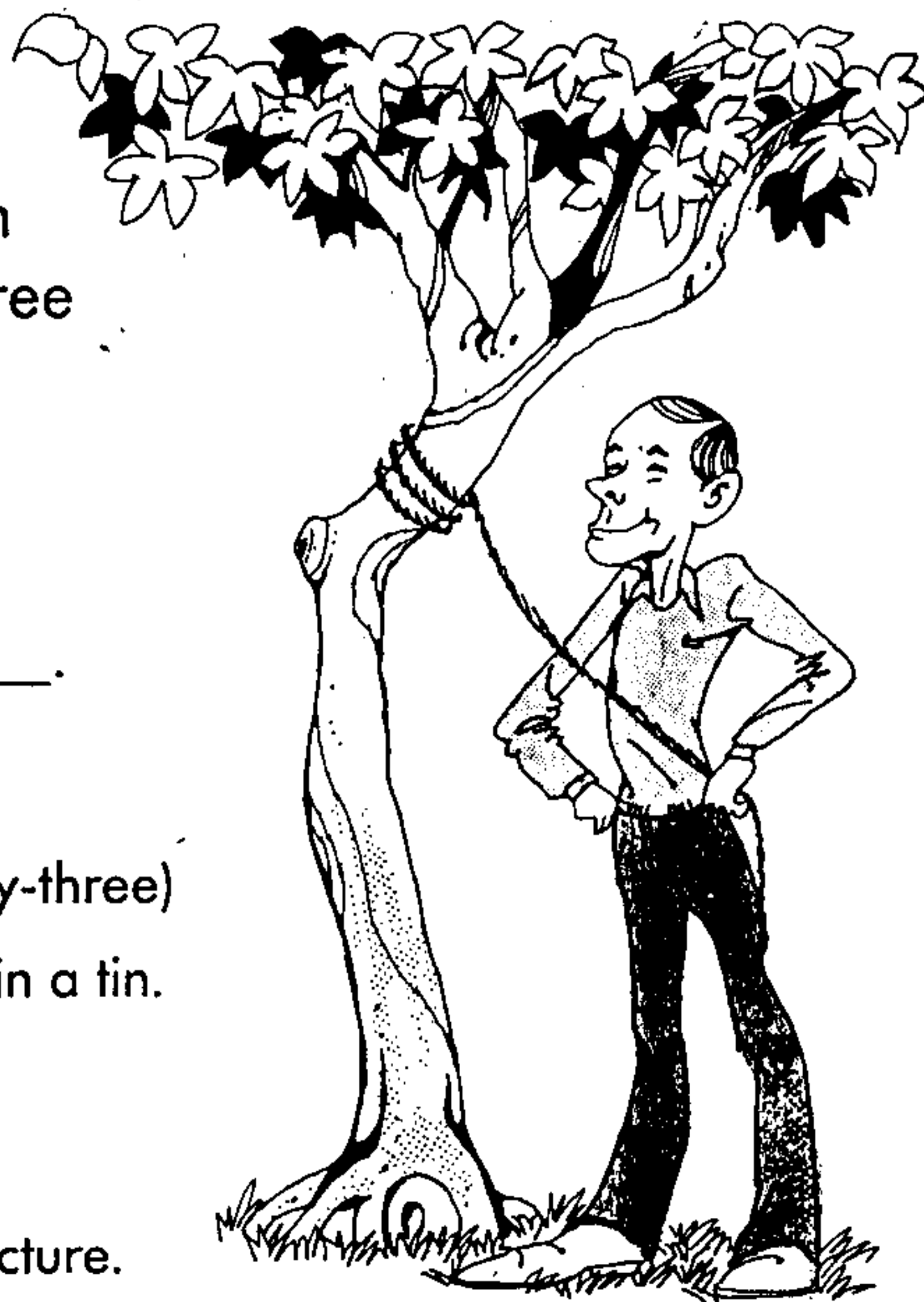
1 Tom Thumb is tall and______________.
(thick thin three)

2 He is nearly______________.
(thirty-one thirty-five thirty-three)

3 He finds some thick______________in a tin.
(thread cloth thief)

Phonics and Ear Training

A Circle the word that matches each picture.
Say the words with 'th' sound.

thread	think	cloth	path
thin	thumb	bath	fourth
thick	thief	moth	mouth

B Read the rhyme aloud. Which words have the 'th' sound? Underline and say them.

Level: 4 Term: 1 Week: 4 Day: 2	**Lesson Plan**	**Communication**

1. Objectives: The learners will be able to:
- exchange dialogues
- talk about past events

2. Function: Asking about past events

3. Activity: Dialogue Pracitce

4. Material: Chart

---

5. Procedure:

a. Preparation

- Prepare them for speaking. Talk about past events. Give your own examples and write few sentences on the board.

  e.g. **I washed clothes yesterday.**
  I went for shopping.
  I visited my aunt.

- Ask them to think about yesterday activities.

b. Dialogues

Prepare a chart for dialogues. Use two colours for two person's lines. Display the chart on the board. (Chart must be ready before the class begins).

St.1 **Hello, Amir, how are you?**
St 2 **Fine, thanks.**

St.1 **What did you do yesterday?**
St.2 **I played football.**

St.1 **Oh, really?**

c. Dialogue Practice

- **Choral Drill**: You read each line one by one and class repeats after you. Take care of intonation (rising and falling tones).
- **Group Practice**: Divide the class in two sections. One group says the lines of St.1 and the second group repeats the lines of St. 2. After having some drill, switch over the role
- **Role – Play:** Take one student from each group and ask them to exchange the dialogues

d. Further Pracitce

Remove the chart and write following situations and ask them to practise in a role-play, taking one situation at a time. (you can change or add more)
went to market, visited my aunt / uncle, learned my lesson, played in the park

6. Follow Up: Write four things you did yesterday.

Level: 4 Term: 1 Week: 4 Day: 3	**Lesson Plan**	**Reading**

1. Objectives: The learners will be able to:
- develop love for reading
- enjoy reading

2. Skills: Extensive Reading

3. Topic: None

4. Material: Story Books or Reading Material

---

5. Procedure:

Reading for pleasure

- Select some reading material or story books before the period begins.
- Follow the procedure as suggested. (See orientation page, given at the back)
- For the feedback ask them to stop reading when ten minutes are left in the period. Take the feedback orally.

Free Writing _______ 5 Min

Level: 4 Term: 1 Week: 4 Day: 4	**Lesson Plan**	**Writing**

1. **Objectives**: The learners will be able to:
   - form questions about past activities
   - understand the difference between present and past
2. **Function**: Talking about present and past
3. **Activity:** Questions Making
4. **Material:** Worksheet (**What Babar did last Monday**)

---

5. Procedure:

a. Pre- Writing

Ask the following questions

1. What do you eat in breakfast daily?
2. What did you eat in breakfast/ lunch/dinner yesterday?

b. Worksheet

Explain that it tells about Babar what he does on Monday. Ask them to read themselves silently and after that they read aloud.

Task 1: Ask questions orally about each picture. Using ----- do or does and the word Monday

Task 2: Explain that now Babar is telling what he did on **Tuesday**. Ask them to read. Ask questions about Babar. Repeat each questions many times.

e.g.

What did he do at seven o'clock on Tuesday?
What did he eat in school break?

Task 3: Students write questions.

Pair Work - Peer checking - Feedback

c. Further Practice

Call two students for role play as Babar and his friends. Ask them to repeat same questions from **Task 3** and the friend gives answers by looking at the pictures.

e.g. **St:** **Babar, what time did you go to school yesterday?**
Babar: **I went to school at _______.**

6. Follow Up:

Write four questions, asking your friend what he or she did yesterday.

Level:- 4 Term: 1 Week: 4 Day: 4	Worksheet	Date

What Babar did last Monday

Task 1: This is what Babar does on Monday.

I **go** to school at eight o'clock.

I **take** my new bike to school.

I **eat** a sandwich at break.

I **ride** home on my bike.

I **have** pizza for dinner.

I **see** the news on TV.

Task 2: It is Tuesday and Baber is telling you what he did yesterday. Read the sentences.

1. Yesterday I went to school at seven O'clock.
2. I took my new bicycle to school
3. I ate a sandwich in break.
4. After school I road home on my bike.
5. In the evening I had a pizza for dinner.
6. I saw the news on TV.

Task 3: Ask Babar what he did on Monday.

1. What time _____ you _______ to school yesterday?
2. What _______you ________to school?
3. What________ you________at break?
4. What _______ you _________ home on?
5. _______ _____ _______ _________ for dinner?
6. ________ _______ _______ ________ on TV?

Level: 4 Term: 1 Week: 4 Day: 6	Assessment

1. **Put the following words under their sound group.**

thread, thick, that, mother, bath, they

th as thief ______ ______ ______

th as that ______ ______ ______ (3)

2. **Re write the sentences in Plural form.** (2)

The woman is washing a cup.

____

The puppy is playing with a ball.

____

Ask Azeem what he did on Friday. (3)

This Friday Azeem went shopping with his mother

He bought his books and shoes. Then in the evening

he went to the playground to play football.

1. **What ______________________ on this Friday?**
2. **What ______________________?**
3. **What time ______________________?**

4. **Read the following text and write answers of the questions, given below.** (2)

> *When Razi is off from school he goes to his home along with this friend at one o'clock. He eats his lunch with his mother, sister and brother. His mother cooks rice for lunch daily. Children like eating rice with Daal and curry. They say Bissmillah before starting eating and thank God whey they finish eating.*

1. **At what time does Razi take his lunch?**

   ____

2. **With whom does he eat his lunch?**

   ____

3. **What do children like to eat in lunch?**

   ____

4. **What do they say before eating lunch?**

   ____

Lesson Plans
(English)

Level: 4

Term: 1

Week: 5

Communication	**Reading**	**Writing**	**Assessment**
• Consonant Blend (**bl** - sound) • Talking about future and jobs	• Text: **What different people do** • Reading Aloud, Comprehension Check	• Guided Composition **'Sequencing a story'**	×

Level : 4
Term : 1
Week: 5
Day: 1

lesson Plan **Commun**

1. Objectives: The learners will be able to:
- pronounce sounds of consonant blend – **bl**
- distinguish speech sounds

2. Function: Practising the sounds

3. Activity: Speech Activities

4. Material: Worksheet **(bl as in blow)**

---

5. Procedure:

a. Explain how these two consonants –**bl-** are pronounced together quickly. They are called consonant blend. (Do not mention it to yours students) Write examples on the board.

b. **Model Reading** (by the teacher)
- Read the rhyming lines in bold voice.
- Read with rhythm and intonation.
- Teacher reads and students listen.

c. **Choral Drill**
- Teacher reads one line at a time and students follow in chorus.
- Pracitse it many times.
- Group reading, paired reading and individual reading can also be done.

d. **Worksheet**
Explain each task one by one. Ask them to sit in groups or in pairs. Take feedback afte. finishing each task

Speech Activities and Tasks

6. Follow Up:

Select one activity from the worksheet and write it on the board.

Free Writing ---------- 5 Mins.

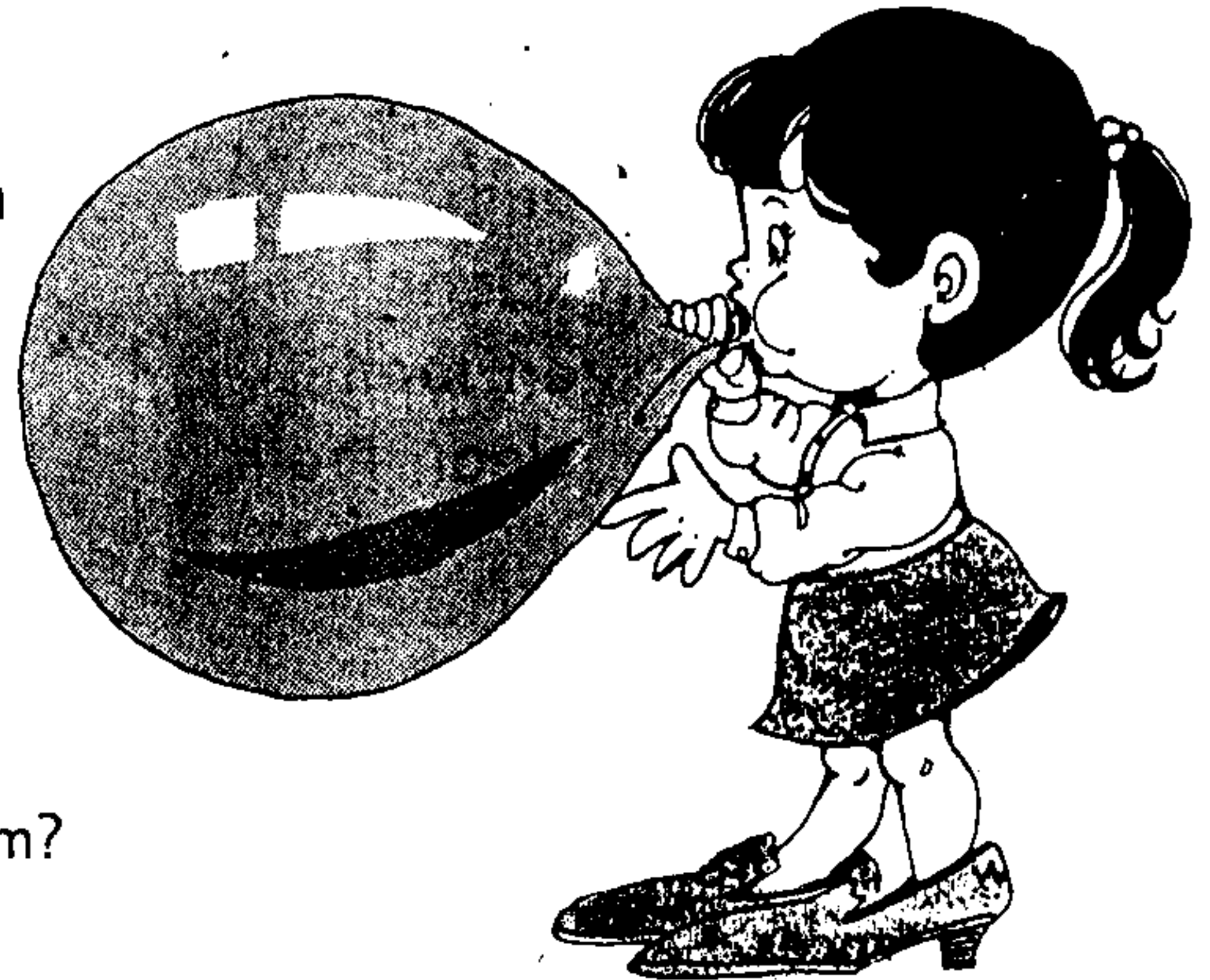
Level: 4
Term: 1
Week: 5
Day: 1

Worksheet

Communica

bl as in blow

The Blue Balloon

Blossum **bl**ows a **bl**ue balloon
Blow **Bl**ossum **bl**ow
Blow up your **bl**ue balloon
At the Magic Show

Word Meanings

Circle the correct answer.

1 How many balloons has Blossum?
(two three one)

2 What is the colour of her balloon?
(black brown blue)

3 What is Blossum doing to the balloon?
(holding it, blowing it, showing it)

Phonics and Ear Training

A Put 'bl' before the letters and read the words. Listen for the 'bl' sound.

____ow ____ack ____ue ____ind
____ade ____ood ____anket ____ock

C Read the sentences aloud.
Circle the word which you hear in the sentence.

1 She buys a blue blouse. blade blouse blanket

2 The boy blows up the balloon. blood block blows

Level: 4
Term: 1
Week: 5
Day: 2

Lesson Plan · **Communication**

1. **Objectives:** The learners will be able to:
   ask and answer about jobs and profession
2. **Function:** Talking about future and the jobs
3. **Activity:** Dialogue practice and listening games
4. **Material:** Charts, slips of paper

5. Procedure:

a. Preparation

- Write the following jobs and professions on a chart and put it up on the board
- Read each word properly and ask your students to repeat after you. Check if they know about these jobs.

Chart

teacher	pilot	soldier	policeman
builder	doctor	shopkeeper	engineer
farmer	clerk	tractor man	driver

·. Ask them to think and select one job they like

Write the following dialogue on the board and repeat with different students, taking all professions given in the chart.

'r.

St.

d. Further Practice

- Write the names of jobs on slips of paper and distribute among students randomly
- Repeat the dialogue of the teacher and the students give answers about the job in the slip.

e. Role Play

- Divide the class in two groups one group will say teacher's dialogue and the other group repeats students line. Take one students from each group for role play.
- Exchange the role of the groups

d. Games

Ask one of the students to tell about their friends what they want to be. (without looking at the slip of paper). The child who tells about the highest number of the students. Is the winner

e.g. **Azra may be a doctor, Riaz may be a ....**

Level: 4 Term: 1 Week: 5 Day: 3	Lesson Plan	Reading

1. **Objectives:** The learners will be able to:
   - read and understand the text
   - develop vocabulary
2. **Skill:** Reading Silently
3. **Topic:** What different people do
4. **Material:** Text Page (**What different people do**), Worksheets

---

5. Procedure:

a. Preparation

- Write the names of different occupations and the jobs, including those given in the text.
- Ask them to guess what they are going to read about.

b. Announcement of the topic

Write the topic on the board.

c. Text Page

Talk about the pictures and ask about their work.

d. Worksheet

-Students read themselves for doing each task. Take feedback of each task one by one.
- Peer checking and feed back follows accordingly

Task 1	**Fill in the boxes**
Task 2	**True and False**
Task 3	**Choose the correct word**

6. Follow Up:

Write about your Father or Uncle what he does (few lines)

Level: 4 Term: 1 Week: 5 Day: 3	Text Page	Reading

What different people do

This is Rehana. She is a doctor and she works in a hospital. As a good doctor she treats all her patients very carefully.

Riaz is a greengrocer. He sells a variety of vegetables in the market. His vegetables are always fresh, so people like to buy from him.

This is Raju and he is a cobbler. He sits under the tree near the school gate and mends shoes. He works with a hammer and nails. Though he works hard, he gets very little money.

Level: 4 Term: 1 Week: 5 Day: 3	Worksheet

Task 1: Read the text and fill in the boxes with the missing information.

Name	*Occupation*	*Work*	*Place.*
Rehana			hospital
		sells vegetables	
Raju	cobbler		

Task 2: Write which is true √ and which is false × :

_____ Rehana gives medicines to the patients.

_____ Riaz treats the patient.

_____ Raju is a cobbler and he sells vegetables.

_____ Rehana works in a shop.

_____ Riaz sells fresh vegetables.

_____ Raju is a rich man.

Task 3: Choose the correct word:

- *People buy Riaz's vegetable because his vegetables are:*

  cheap fresh expensive tasty

- *Hammer is a tool for:*

  cutting grass, cutting wood, breaking and hitting things

- *Mend means to ___________ the shoes.*

  make polish repair sew

- *Rehana is a good doctor and she treats her patients……..*

  gently confidently carefully quietly

- *A cobbler works with a:*

  knife stick hammer

Level: 4 Term: 1 Week: 5 Day: 4	**Lesson Plan**	**Reading**

1. Objectives: The learners will be able to:
- read for pronunciation
- develop fluency in reading

2. Skills: Reading Aloud

3. Topic: Previous Lesson

4. Material: Text Page **(What different People do)**

---

5. Procedure:

a. Reading Aloud **(20 Mins.)**

Follow the procedure

- **Model Reading –** by the teacher
- **Choral Reading –** Teacher reads every sentence and the whole class follows.
- **Group Reading _** Make groups of three students. One group reads at a time.
- **Paired Reading _** Make pairs and one pair reads at a time.
- **Individual Reading _**One students reads at a time.

b. Comprehension Questions (Oral Practice) (20 Mins.)

- Ask them to open the text page of the previous lesson
- Ask similar questions as many as you can. Take response orally and let them read the text to find the answers.

- **Who is doctor?**
- **Is Raju a greengrocer?**
- **What does Raiz sell?**
- **Where does Rehana work?**
- **How does Raju work?**
- **Where does Riaz sell his vegetables**?
- **Who is poor and who is rich?**

Free Writing ----------- (5 Mins.)

Level: 4 **Term: 1** **Week: 5** **Day: 5**	**Lesson Plan**	**Writing**

1. **Objectives:** The learners will be able to: put the events in sequence
2. **Function:** Writing about past events
3. **Activity:** Sequencing the events of a story
4. **Material:** Worksheet

5. Procedure:

a. Pre-Writing

- Ask the following.

1. **Do you sleep alone in your own room or with your parents?**
2. **Suppose, every one in the family was sleeping and you woke up. Then if you heard a noise, so how did you feel about it?**

- If they do not understand explain the situation again. You can use mother tongue L-1 if it is required.

b. Worksheet

Task 1: - Talk about persons in the picture and ask their names.
- Discus each picture and ask what is happing in each picture.

Task 2: Explain as given in the worksheet.

Task 3: Ask them to rewrite the story in a form of paragraph but not in separate sentences. (Students use the back side of the worksheet if more space required)

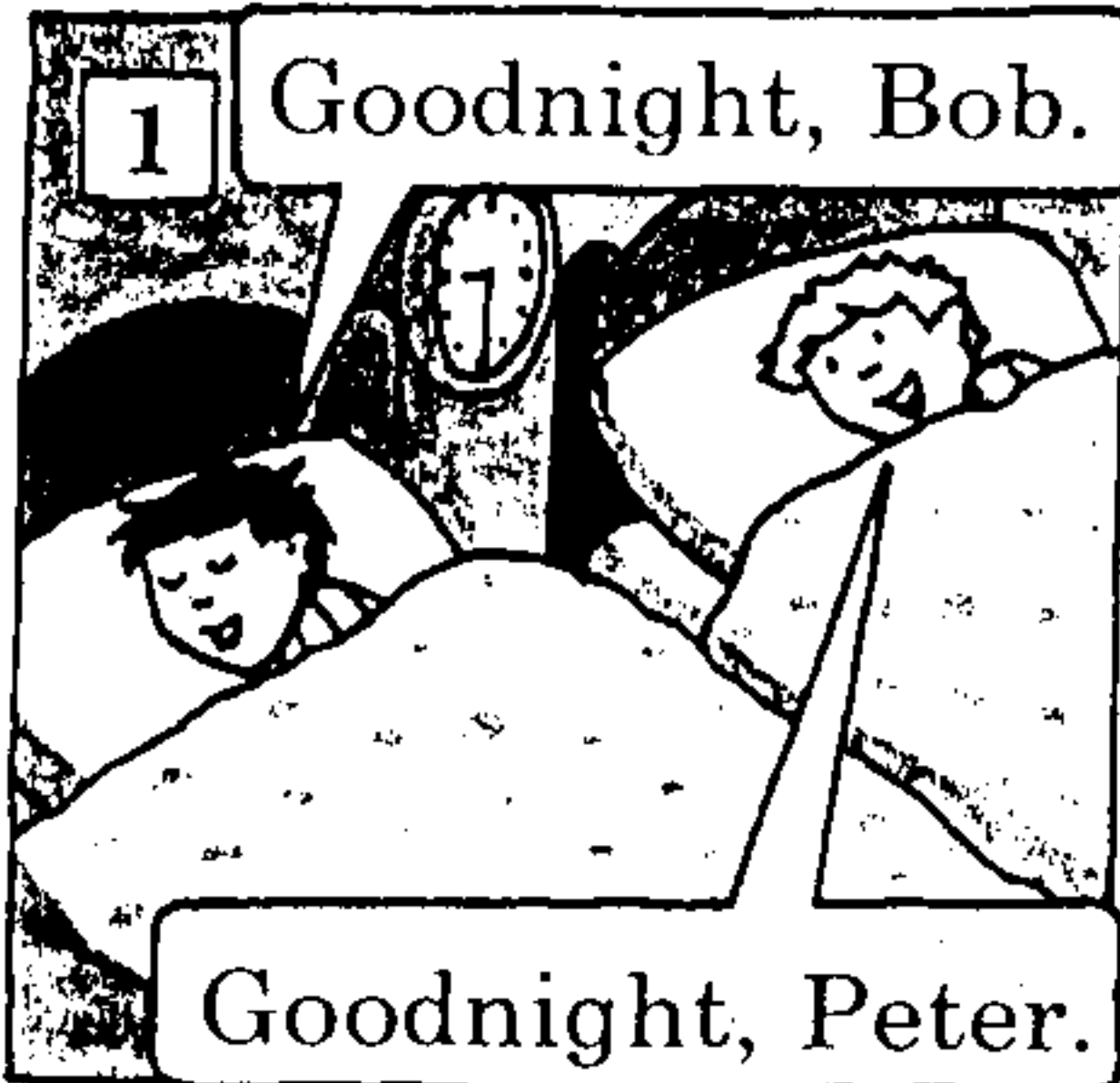
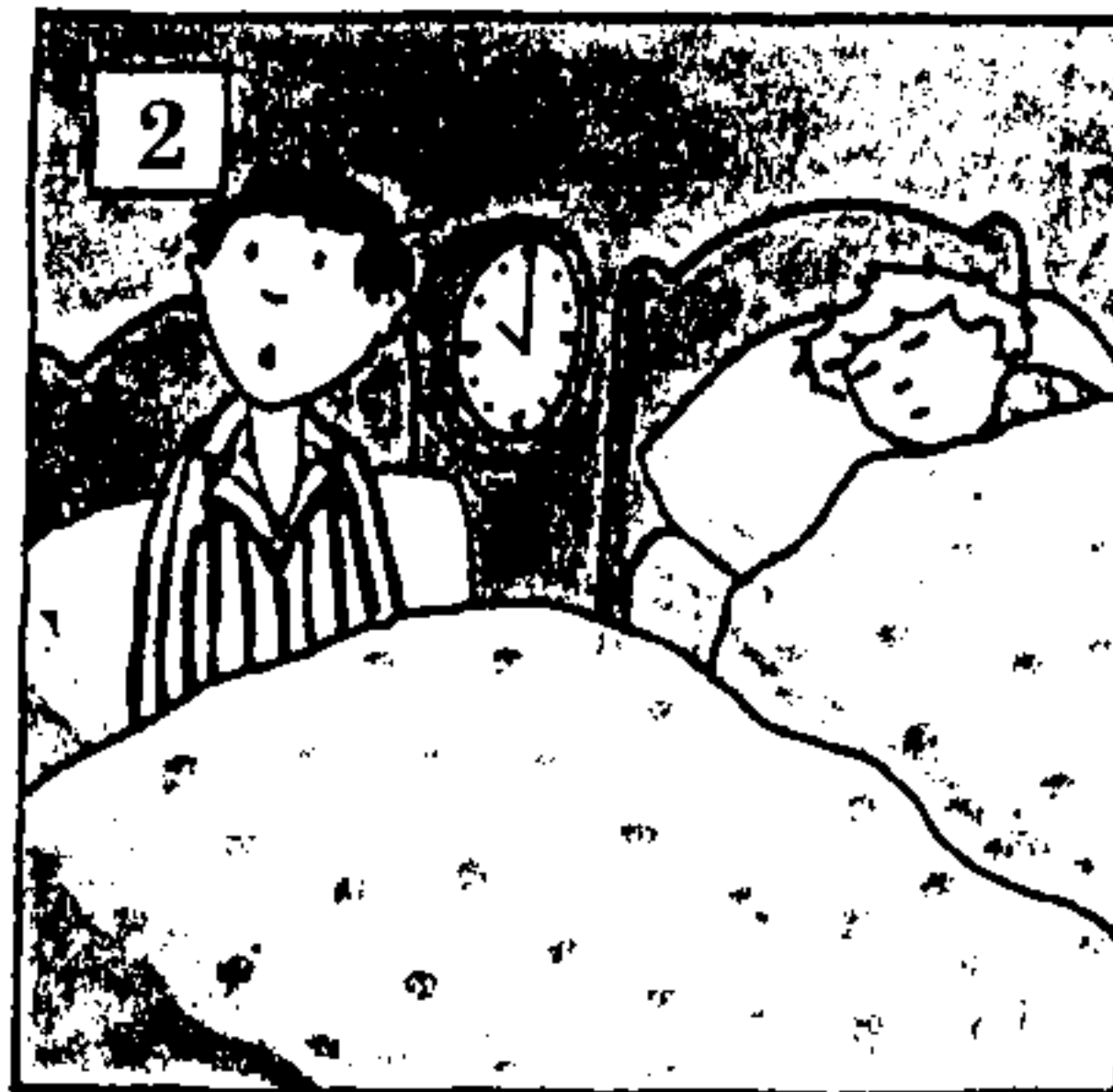
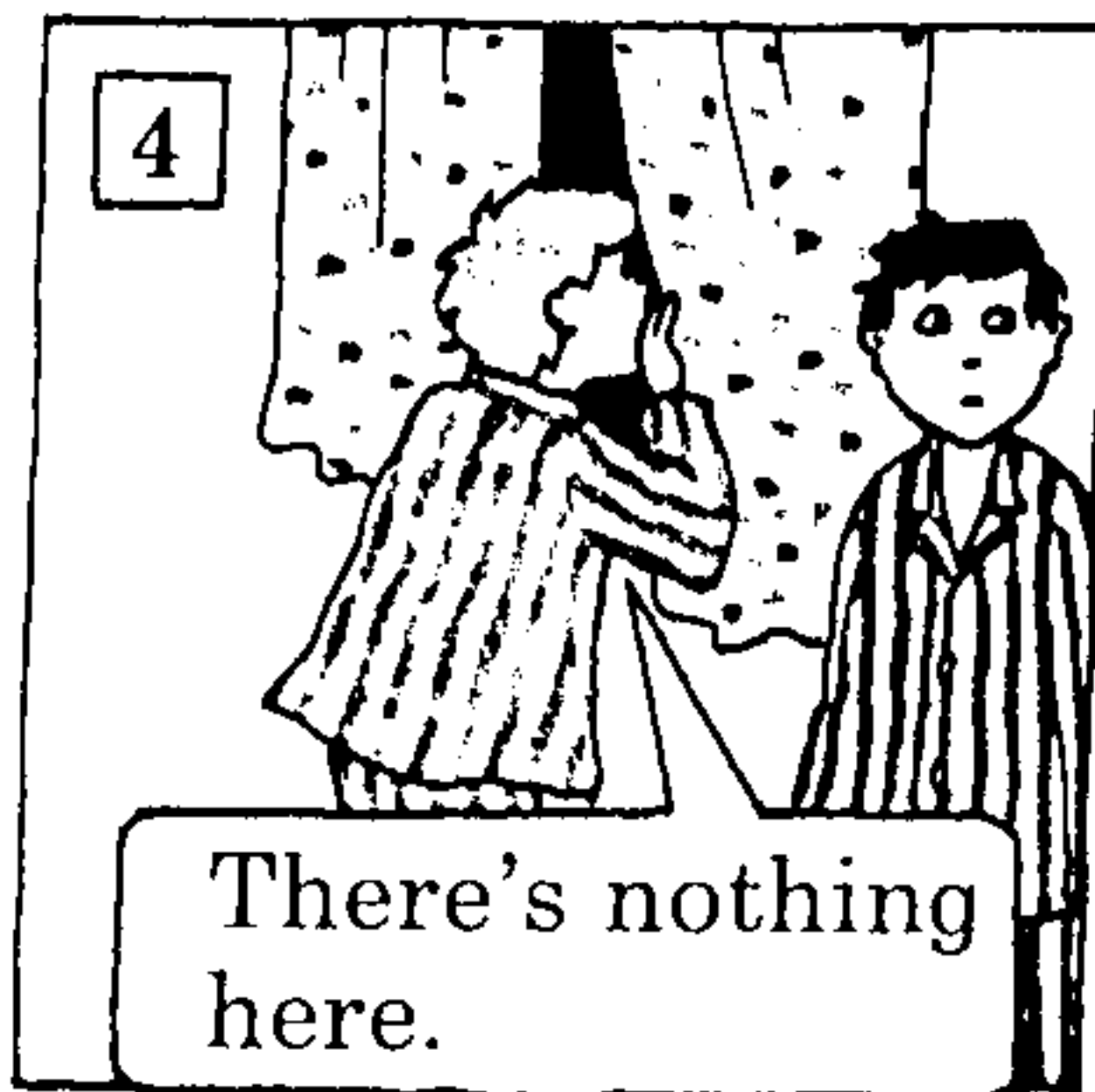
Pair Work , Peer checking , feedback

6. Follow Up:

Copy the story in proper order.

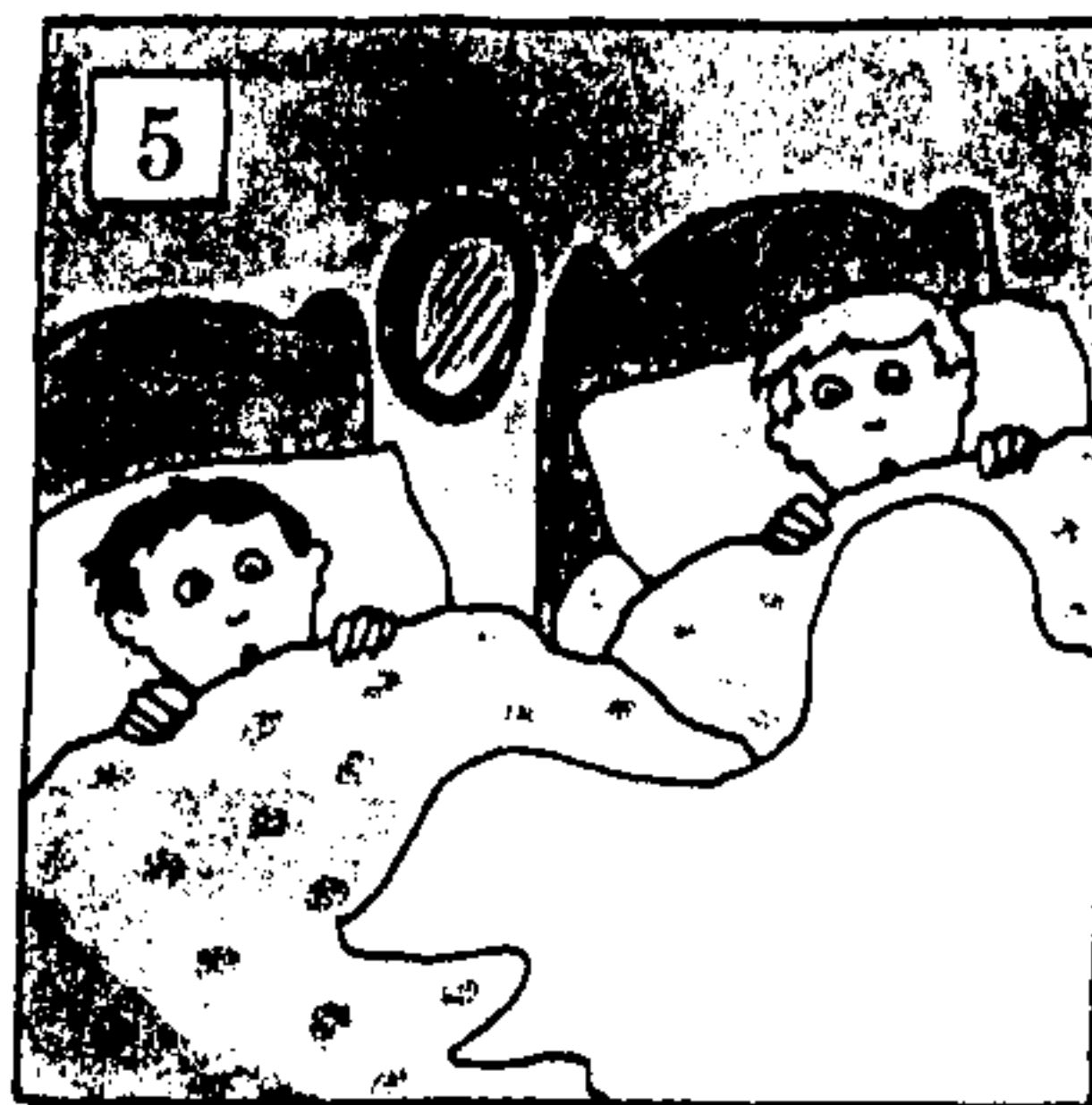
Level: 4
Term: 1
Week: 5
Day: 5

Worksheet　　Date

Task 1: The pictures tell a story. **Goodnight, Uncle Ben**

1 Goodnight, Bob.
Goodnight, Peter.
went to bed

2 heard a noise

3 put on the light

4 There's nothing here.
looked out of the window

5 heard another noise and saw a ghost

6 It was only Uncle Ber

Task 2 **These sentences tell the story, but they are mixed up. Give number to each sentence in correct order.**

___ So he got up and put on the light.
___But then the boys heard another noise and saw a ghost.
___Bob looked out of the windows and said "*There's nothing here.*"
___Last night Peter and his cousin Bob went to bed at half past nine.
___But, it was all right. It was only Uncle Ben.
___At ten o'clock Peter heard a noise.

Task 3: **Re write the story in proper order, in a form of paragraph.**

____

____

____

Lesson Plans

(English)

Level: 4

Term: 1

Week: 6

Communication	Reading	Writing	Assessment
• Consonant Blend (**dr**- Sound) • Listening (**Clifford takes a trip**)	• Text: **A story of Butterfly**	• A letter to a pen friend	√

Level : 4 Term : 1 Week: 6 Day: 1	Lesson Plan	Communication

1. Objectives: The learners will be able to:
- pronounce sounds of consonant blend – **dr**
- distinguish speech sounds

2. Function: Practising the sounds

3. Activity: Speech Activities

4. Material: Worksheet **(dr as in drum)**

---

5. Procedure:

a. Explain how these two consonants –**dr**- are pronounced together quickly. They are called consonant blend. (Do not mention it to your students) write examples on the board.

b. **Model Reading** (by the teacher)
- Read the rhyming lines in bold voice.
- Read with rhythm and intonation.
- Teacher reads and students listen.

c. Choral Drill
- Teacher reads one line at a time and students follow in chorus.
- Pracitse it many times.
- Group reading, paired reading and individual reading can also be done.

d. Worksheet

Explain each task one by one. Ask them to sit in groups or in pairs. Take feedback after finishing each task.

Speech Activities and Tasks

6. Follow Up:

Select one activity from the worksheet and write it on the board.

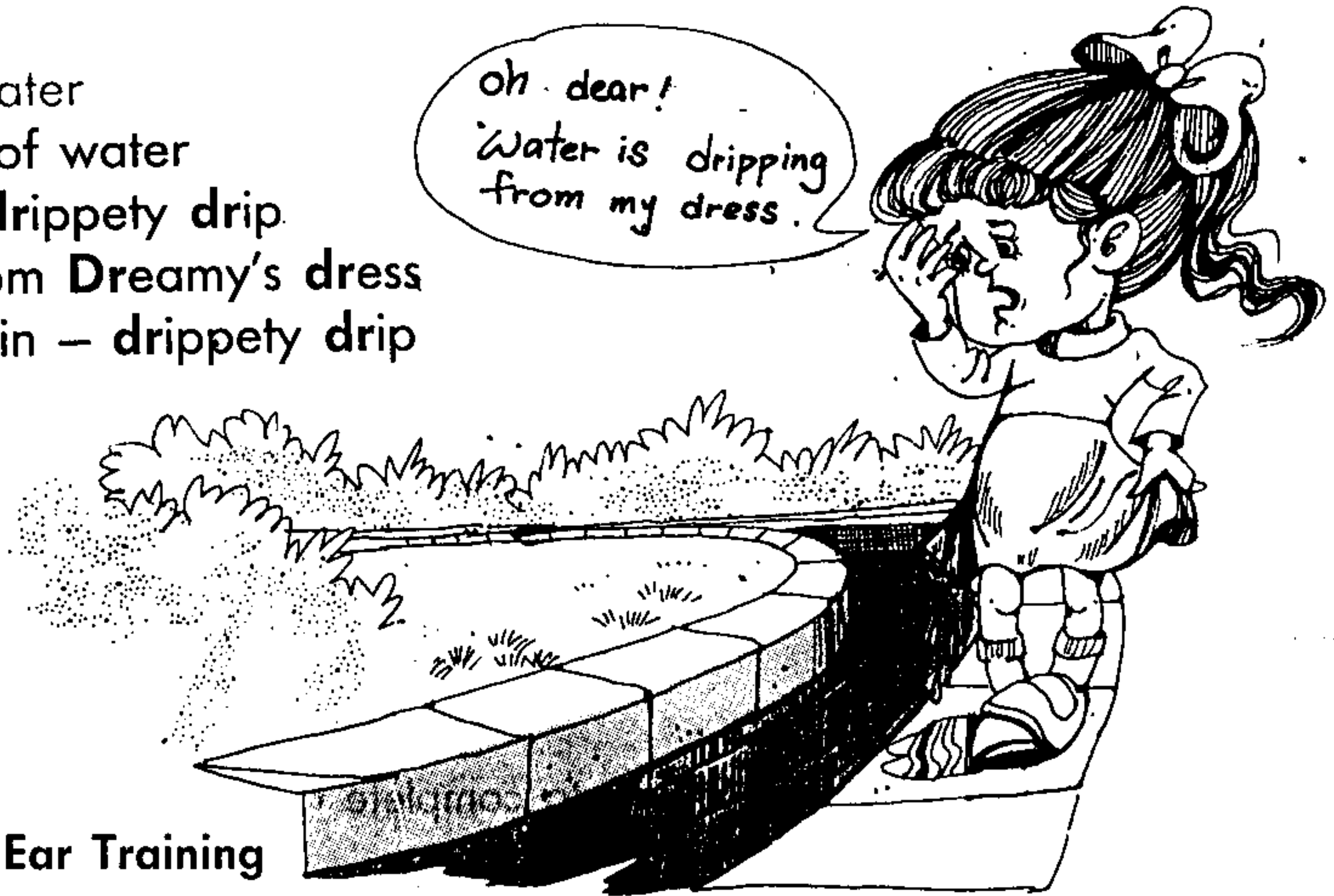
Free Writing ----------- (5 Mins.)

Level: 4		
Term: 1	Worksheet	Communicatior
Week: 6		
Day: 1		

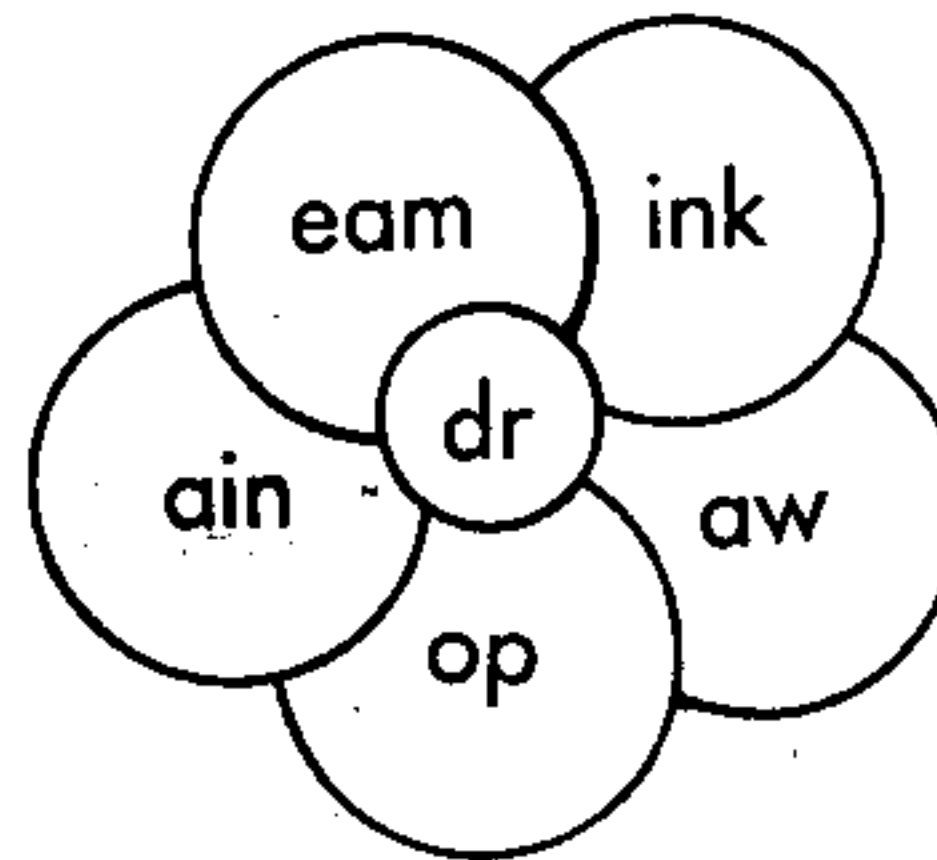
dr as in drum

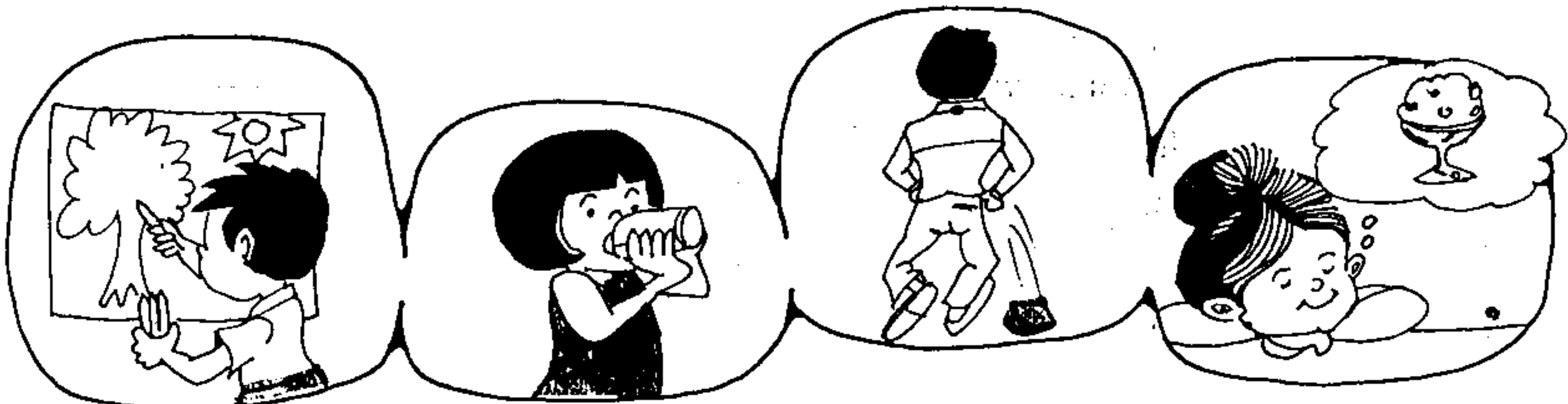
A

Drops of Water
Little **drops** of water
Drip, **drip**, **drippety drip**
Dripping from **Dreamy's dress**
Into the **drain** – **drippety drip**

Oh dear!
Water is dripping
from my dress.

Phonics and Ear Training

B Form words with the 'dr' sound and read them.
Listen for the 'dr' sound.

1 ____________
2 ____________
3 ____________
4 ____________
5 ____________

C Match the words above with the pictures below.

____________ ____________ ____________ ____________

D Read the sentence. Circle the words that have the 'dr' sound.

Oh dear! The drops of water are dripping into the drain.

Level: 4 Term: 1 Week: 6 Day: 2	**Lesson Plan**	**Communication**

1. Objectives: The learners will be able to:
- listen and understand a story
- listen and respond

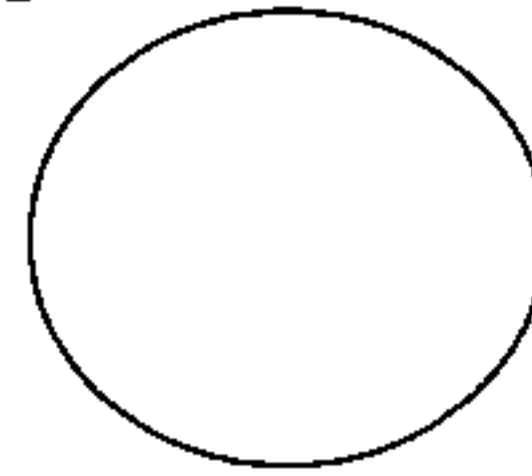
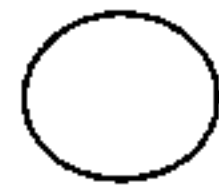
2. Function: Following story events

3. Activity: Listen from cassette-player

4. Material: Worksheet **(Clifford Takes a Trip)**, Cassette and C. Player

5. Procedure:

a. Preparation

- Prepare the class for listening to a story from the cassette player. The story is about an animal who is a very loving and faithful and looks after his master. Ask them to guess (Students guess and tell the name- **dog)**
- Explain that this dog is not like other dogs. He is very very big. Such as, (Draw the dog, on the board in the following size).

- Write the word **howl and growl** and explain by the following examples.

  When dogs are sad they _________ at night (howl)

  When children throw stones at the dogs, they ________ at them (growl)

b. 1st Listening (Oral Discussion)

Play the cassette up to ………… "Some left him the lady next door" and stop the cassette. Ask them to do the **Task 1**

Task 1: Ask some more questions orally such as ……………

1. **Do the family go for vacation on long trips?**
2. **Why?**
3. **Where do they usually go?**
4. **When did they go last year?**
5. **Where did they leave the Clifford?**

2nd Listening

Play the cassette again from the beginning to the end and ask them to do Task 2 on their worksheets **(Right or Wrong)**

3rd Listening

Play the cassette again from the beginning and ask them to do **Task 3**. Explain the task.

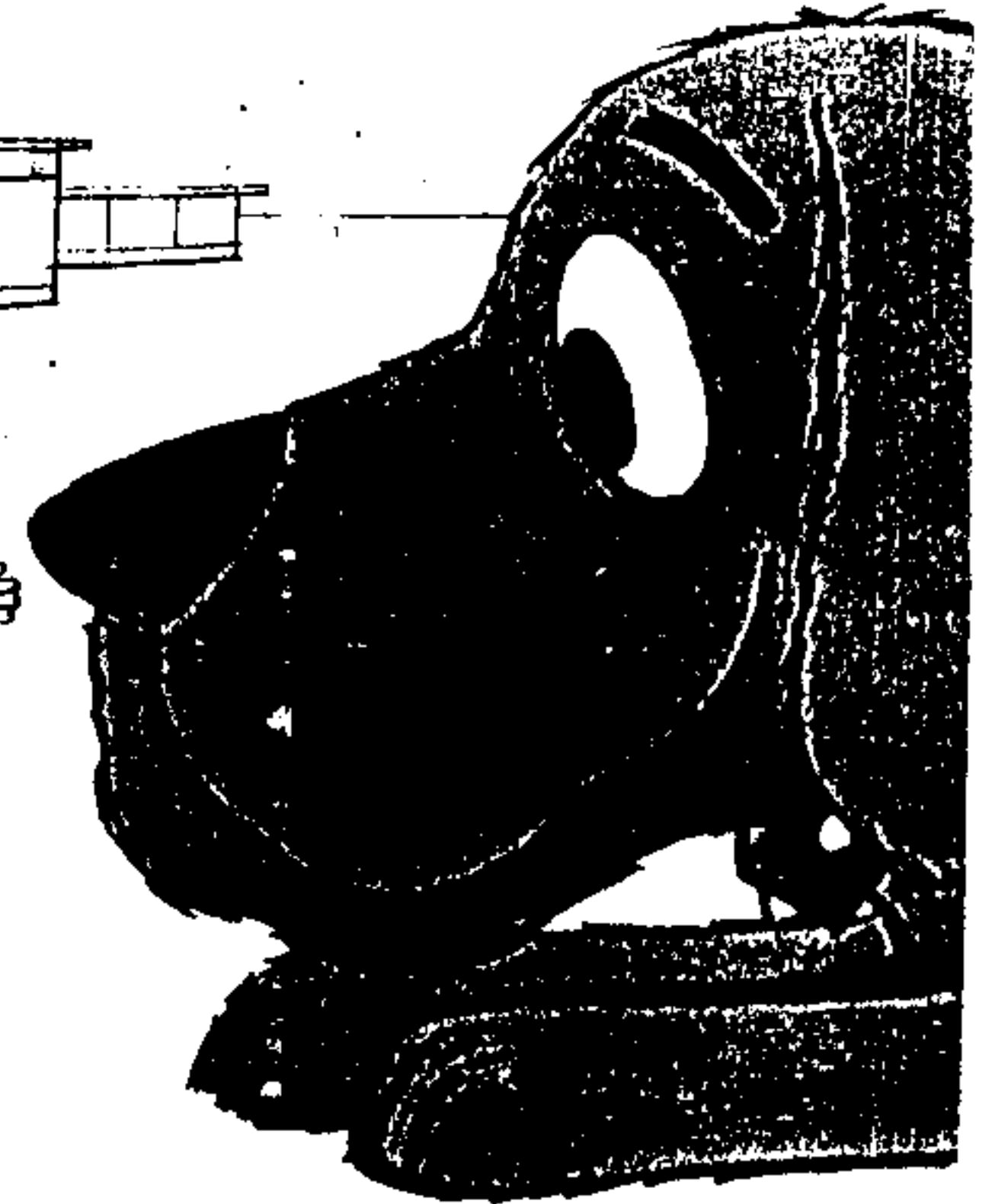
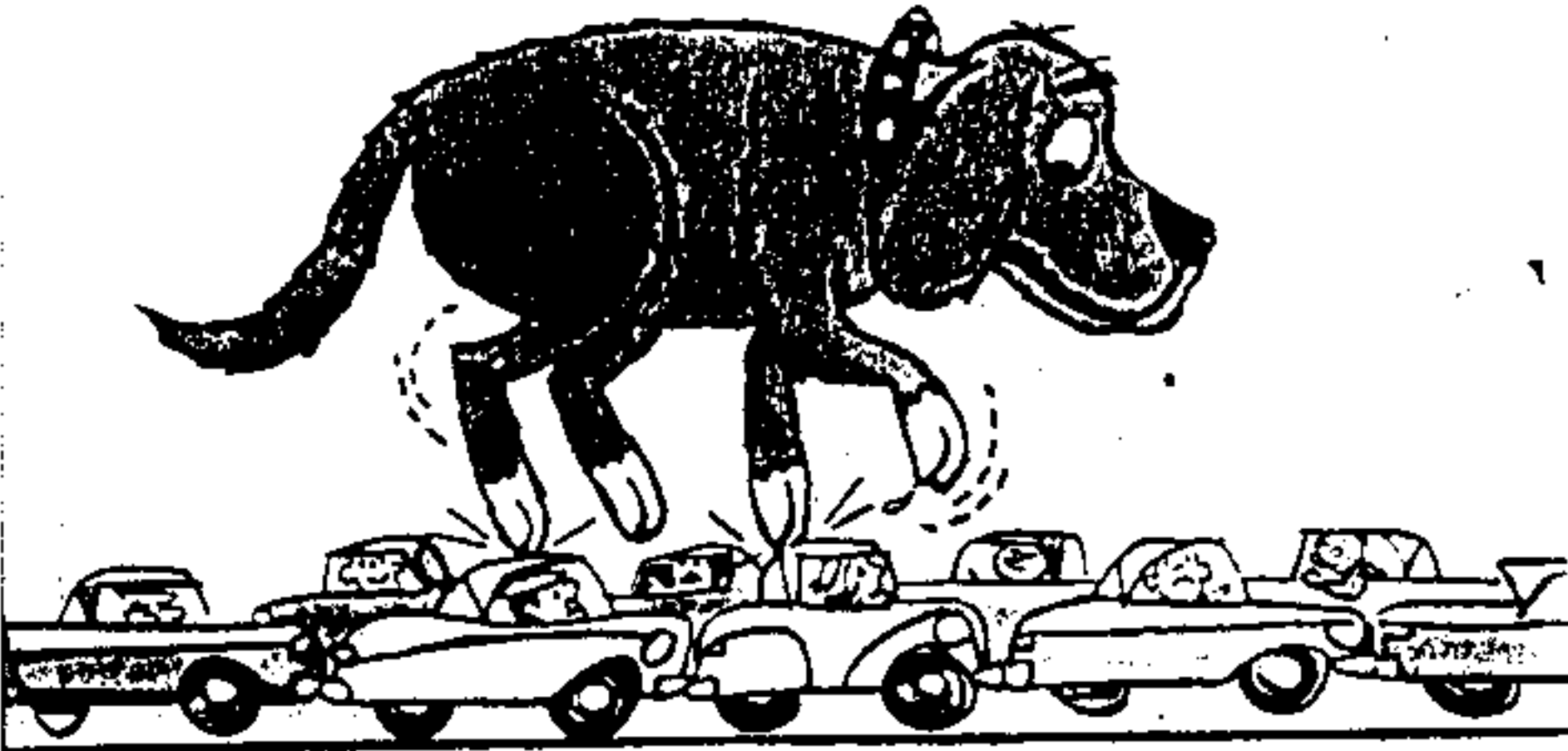
Peer checking and feedback follows each task

c. Ask oral questions about the whole story and students should give answers with the help of worksheets in their hands

6. Follow Up:

Draw a small dog and a very big dog in your copies and give names to these dogs.

Level: 4 Term: 1 Week: 6 Day: 2	Worksheet	Date

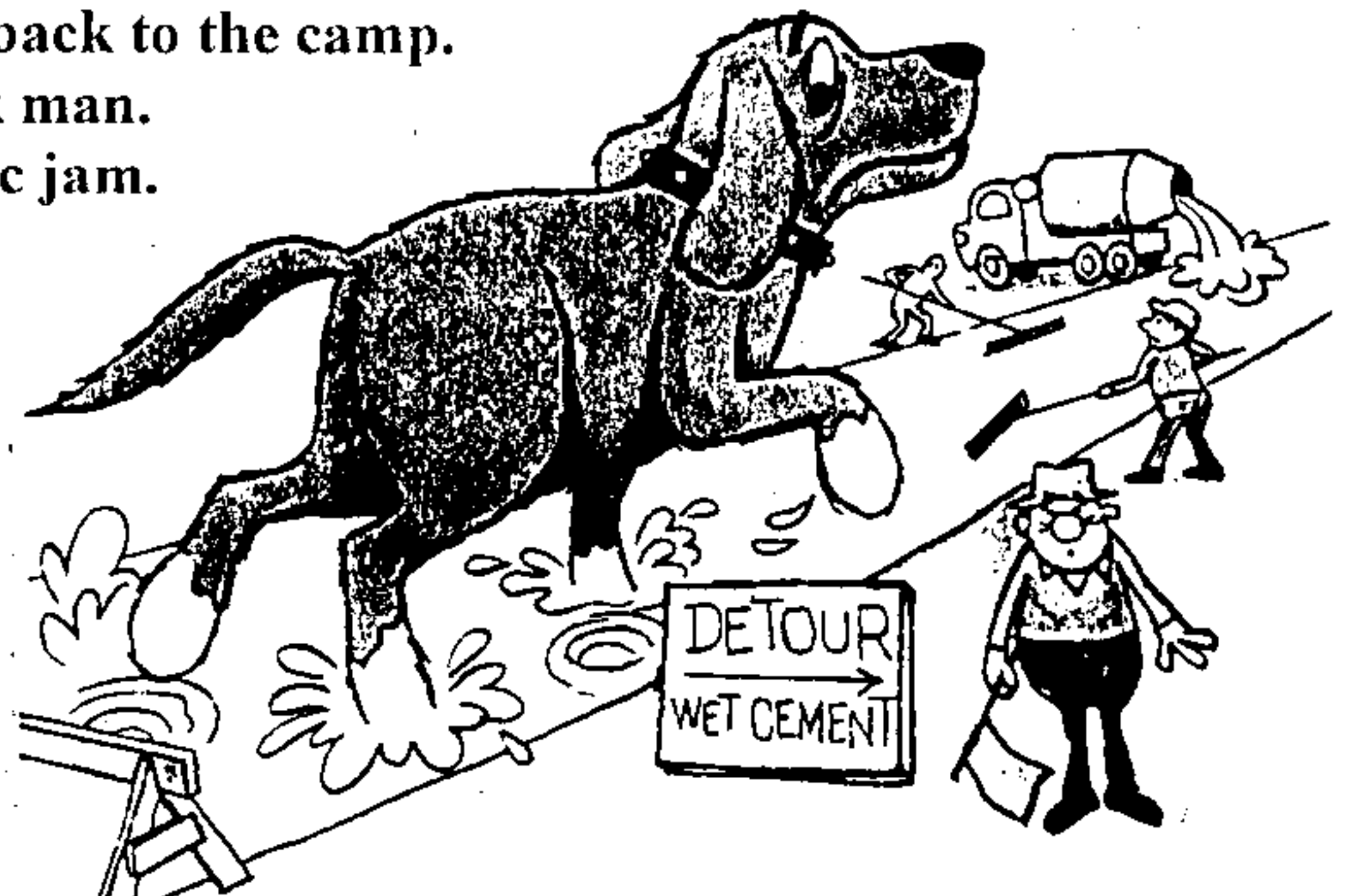
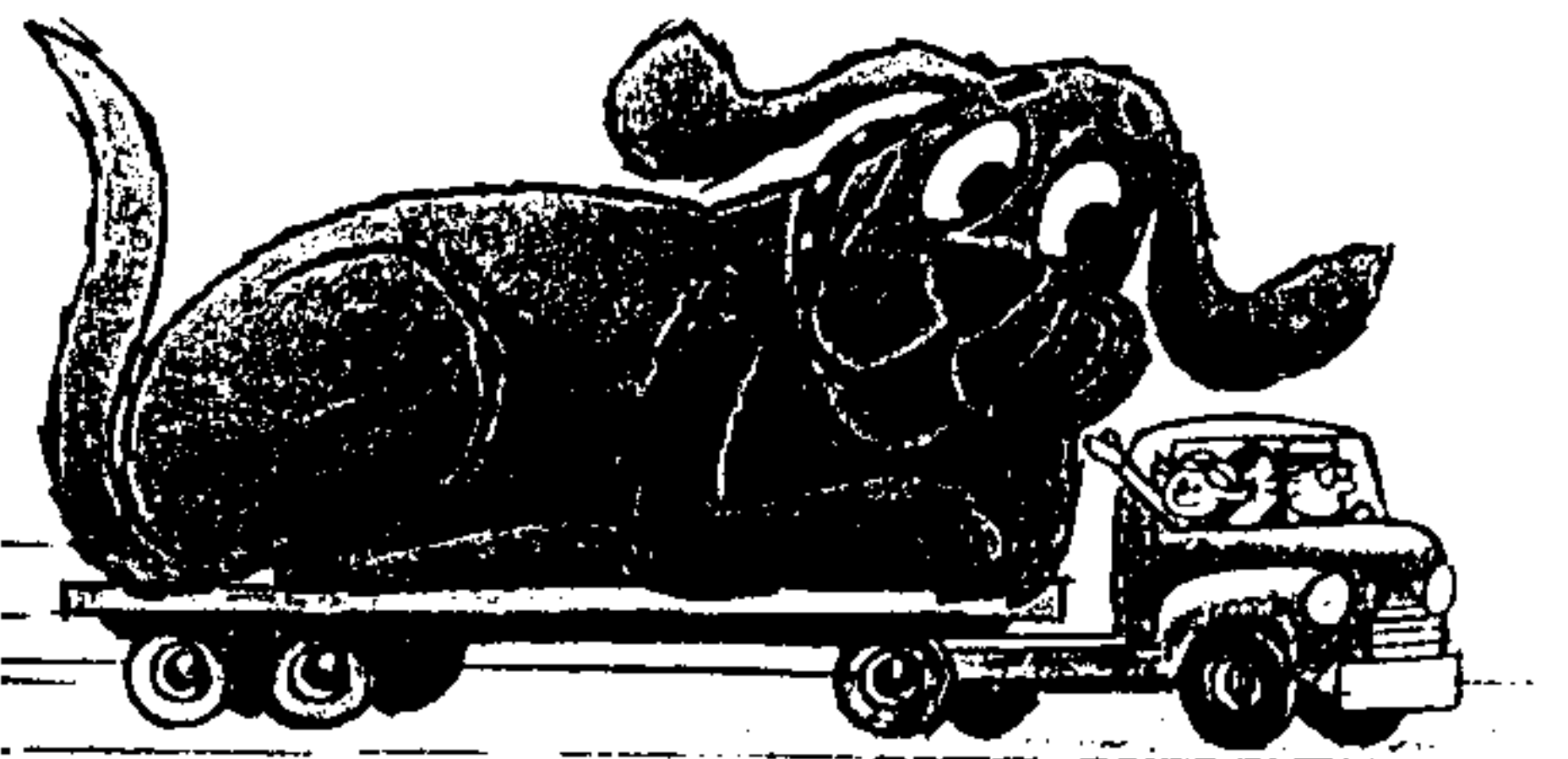
Clifford Takes a Trip

Task 1: Listen and write

Clifford is the names of a ________________
Emily is the names of a ________________

Task 2: Put √ for correct and × for wrong sentences.

- Emily's family went for picnic to the mountain. ______
- Clifford also went with them. ______
- Clifford was lonely so he howled all night. ______
- Some one threw a stone at him. ______
- Clifford set out to find Emily's family. ______
- People on the way made him trouble. ______

Task 3: Give numbers to the events as Clifford faced on his way.

- _____He met on old woman.
- _____He crossed over cement.
- _____He came to a toll bridge.
- _____He took us all back to the camp.
- _____He saw a truck man.
- _____He saw a traffic jam.

Level: 4 **Term: 1** **Week: 6** **Day: 3**	**Lesson Plan**	**Reading**

1. **Objectives:** The learners will be able to:
   - read with comprehension
2. **Skill:** Reading Silently
3. **Topic:** A story of Butterfly
4. **Material:** Text page (**A story of a Butterfly**), worksheets

---

5. **Procedure:**

a. Preparation

- Ask the following questions

  - **Do you like going to the garden?**
  - **What do you see over there?**

- Take short responses and write on the board.
- Ask them to guess and tell them that:

They are going to read about a very small thing which can fly and it has beautiful colours.

b. Text page and the Topic

- Read the story aloud. Ask them to read after you.
- Write the word **caterpillar** and ask them to say properly. Draw it on the board

c. Worksheet

Task 1: Complete the gaps

Task 2: Write the names

Task 3: Complete the sentences

Task 4: Explain what is Exclamation Mark !

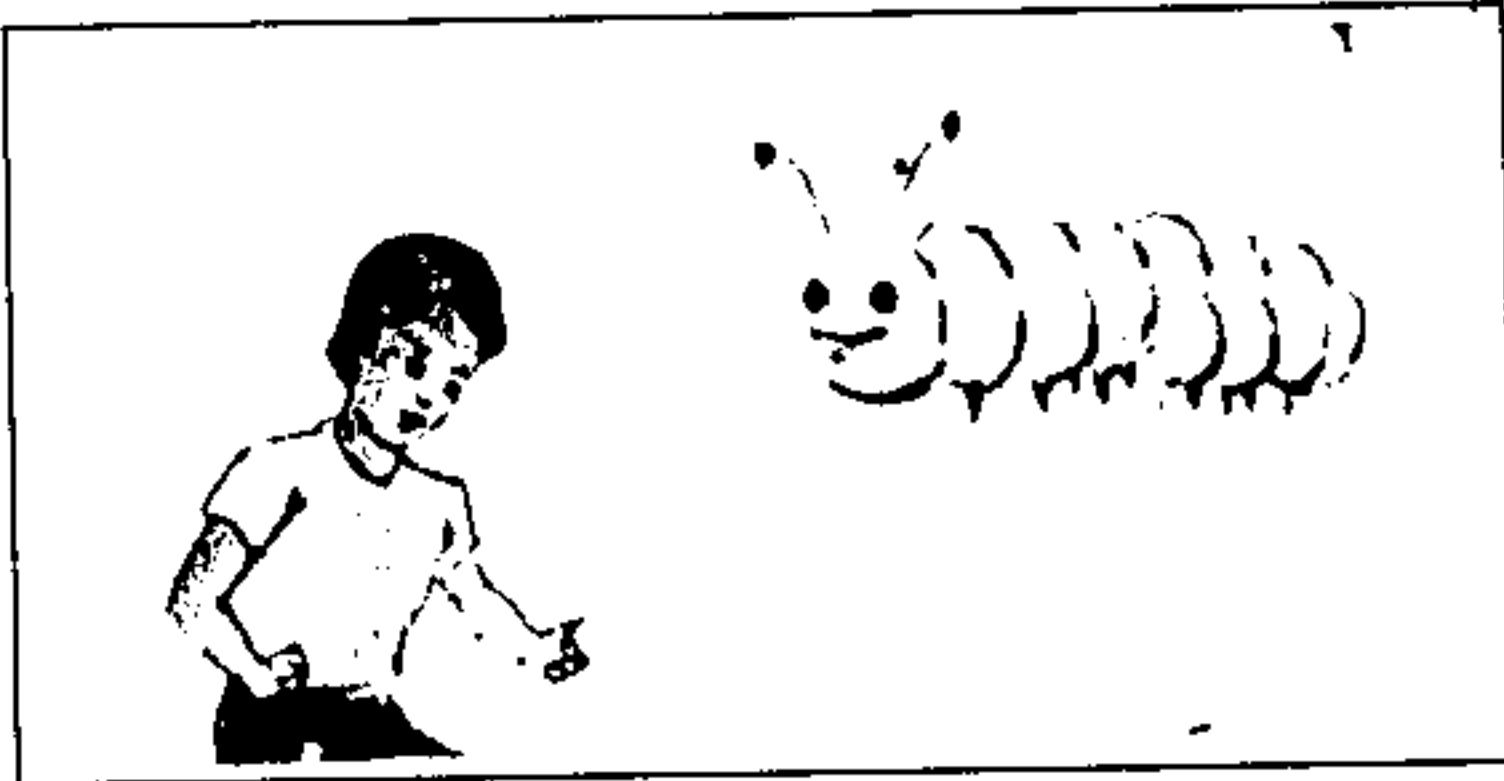
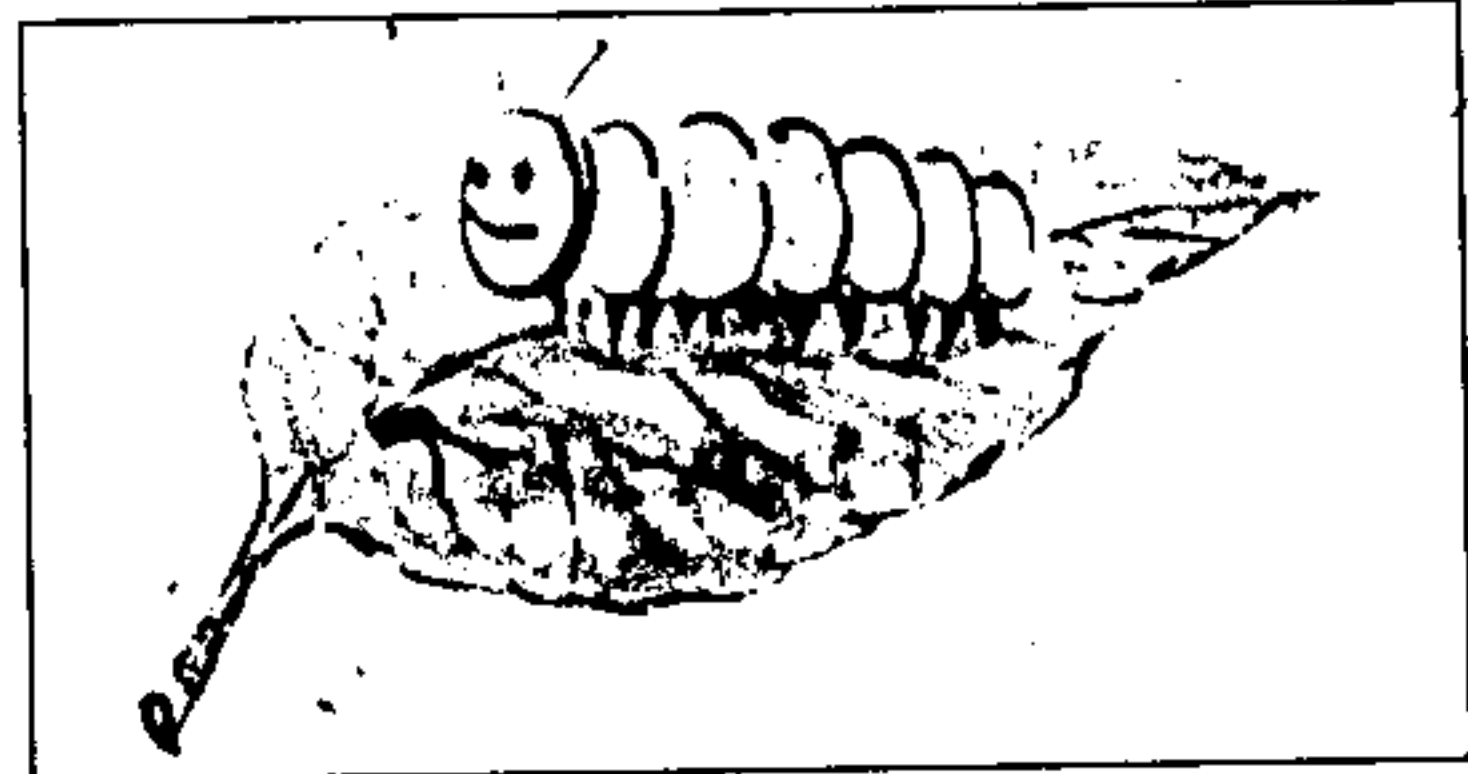
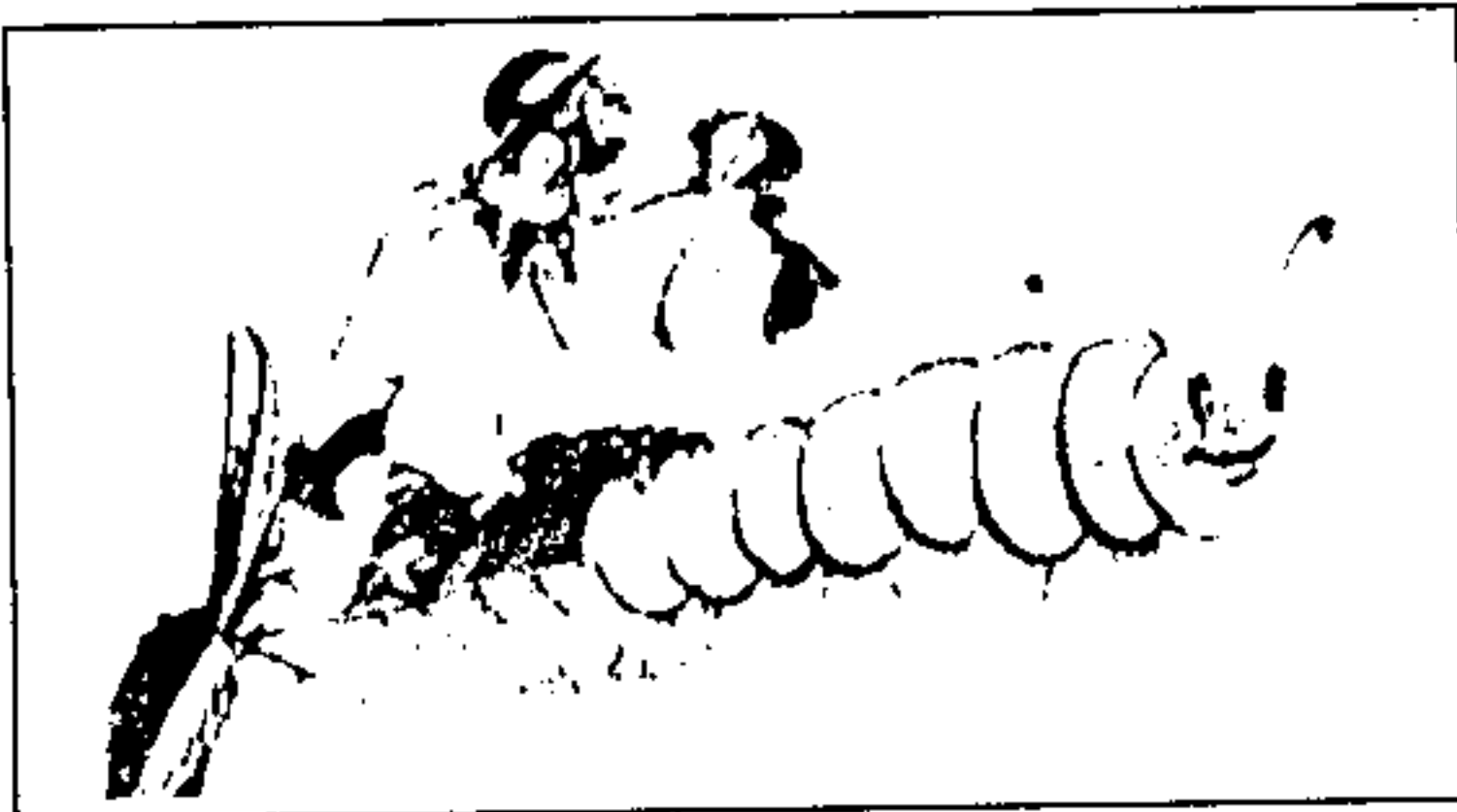
(It is put at the end of the sentences or words which express feeling or appreciation)

Peer checking and feedback at the end of each task

6. **Follow Up:**
   Draw a caterpillar and a butterfly.

Level: 4
Term: 1
Week: 6
Day: 3

Text Page

A Story of a Butterfly

Zaheer saw a big black caterpillar with round, red spots on his back

He was sitting on a leaf.
"How are you?" said Zaheer.

"Come and see me tomorrow", said the caterpillar.

Next day, Zaheer went and said to the caterpillar,
"Where are you?"

"Here I am! Now, I'm a butterfly."
"How beautiful you are!" said Zaheer.

Level: 1 Term: 4 Week: 6 Day: 3	Worksheet	Date

Task 1: Read the story and complete the gaps.

1. The colour of caterpillar was __________.
2. The caterpillar was sitting on a ___________.
3. __________ talked with the caterpillar.
4. The caterpillar changed into a ___________.

Task 2: Who said these words.

"How are you?" ________________

"Come and see me tomorrow." ________________

"How beautiful you are ! " ________________

Task 3: Complete sentences.

- First day Zaheer saw a _______________ on a leaf.
- Next day Zaheer saw a beautiful _______________.

Task 4: Put the exclamation mark (!) or full stop at the sentence.

This is a beautiful house ---------

How beautiful you are -----------

He is a nice person

How nice you are -----------

This is a lovely garden ________

How lovely is the butterfly -----------

Level: 4 Term: 1 Week: 6 Day: 4	**Lesson Plan**	**Writing**

1. **Objectives:** The learners will be able to:
   Write an informal letter to a pen friend
2. **Function:** Telling about yourself
3. **Activity:** Parallel letter writing
4. **Material:** Worksheet **(A letter to a pen-friend)**

5. Procedure:

a. Pre-Writing

- Ask the following questions
  1. **Do you have friends?**
  2. **Do you have friends who live out of your city?**
  3. **Do you write letters to you friends?**
  4. **Do you know what is pen-friend or pen-pal?**

- Explain that the friends who live out of your city and you write letter to each other, they are called **pen-friends** or **pen pals**.

b. Worksheet

Task 1: Students read the letter. Ask questions about the letter, to check comprehension

Task 2 Ask them to write a reply letter to your friend Nazia who is your pen friend and has written a letter you.

Ask them to follow the same pattern they should use their own names.

Pair Work - Peer checking

Feedback

Ask them to read their letters aloud one by one

6. Follow Up:

Write a letter to your pen friend who does not live in your city. Tel him about yourself.

Free Writing ------------ (5 Mins.) (Day 5)

Level: 4
Term: 1
Week: 6
Day: 4

Worksheet

Date

Task 1: Read the letter.

Monday, 16th

Dear pen friend,

Our friends, Azeem and Komal are very nice. They live near us in our street. We play with them on Saturdays and Sundays. Their parents are nice, too. They came to visit us last week.

Who are your friends and who do you play with?

Love from
Nazia

Task 2: Write the reply letter to Nazia.

____

____

____

____

____

____

____

____

Level: 4 Term: 1 Week: 6 Day: 6	Assessment

1. Put bl or dr before the letters and make correct words. (3)

_______ack _____ood _______ink

_______ind _____op _______aw

2. Complete the dialogues. (1)

St.1: Hello, Amin, what did you do yesterday?

Amin: ______________________________

St. 1: ______________________________

3. Write a letter to your pen-friend and tell him/her about you and your family. (2)

____

____

____

____

____

____

____

4. **Read the text and write answers of the questions, given below.**

Asif is a shopkeeper. He sells all type of things at his shop. He opens his shop daily in morning and goes home late in the evening. He remains busy all day at his hop so he does not go home for lunch. All people of his village like to buy from his shop because he sells good things.

1. **What does Asif do?**

____

2. **Does he get up early in the morning?**

____

3. **Where does he eat his lunch?**

____

4. **Why do people like to buy from his shop?**

____

Lesson Plans
(English)

Level: 4

Term: 1

Week: 7

Communication	Reading	Writing	Assessment
• Consonant Blend (**tr** - sound) • Listening **(Dictation)**	• Text: **Farm Machines** • Reading Aloud Comprehension Check	• Guided Writing '**My village**'	×

Level : 4 Term : 1 Week: 7 Day: 1	**Lesson Plan**	**Communication**

1. Objectives: The learners will be able to:
- pronounce sounds of consonant blend – **tr**
- distinguish speech sounds

2. Function: Practising the sounds

3. Activity: Speech Activities

4. Material: Worksheet **(tr as in truck)**

---

5. Procedure:

a. Explain how these two consonants –**tr**- are pronounced together quickly. They are called consonant blend. (Do not mention it to your students). write examples on the board.

b. **Model Reading** (by the teacher)
- Read the rhyming lines in bold voice.
- Read with rhythm and intonation.
- Teacher reads and students listen.

c. Choral Drill
- Teacher reads one line at a time and students follow in chorus.
- Pracitse it many times.
- Group reading, paired reading and individual reading can also be done.

d. Worksheet
Explain each task one by one. Ask them to sit in groups or in pairs. Take feedback after finishing each task.

Speech Activities and Tasks

6. Follow Up:

Select one activity from the worksheet and write it on the board.

Free Writing ---------- (5 Mins.)

Level: 4 Term: 1 Week: 7 Day: 1	Worksheet	Communication

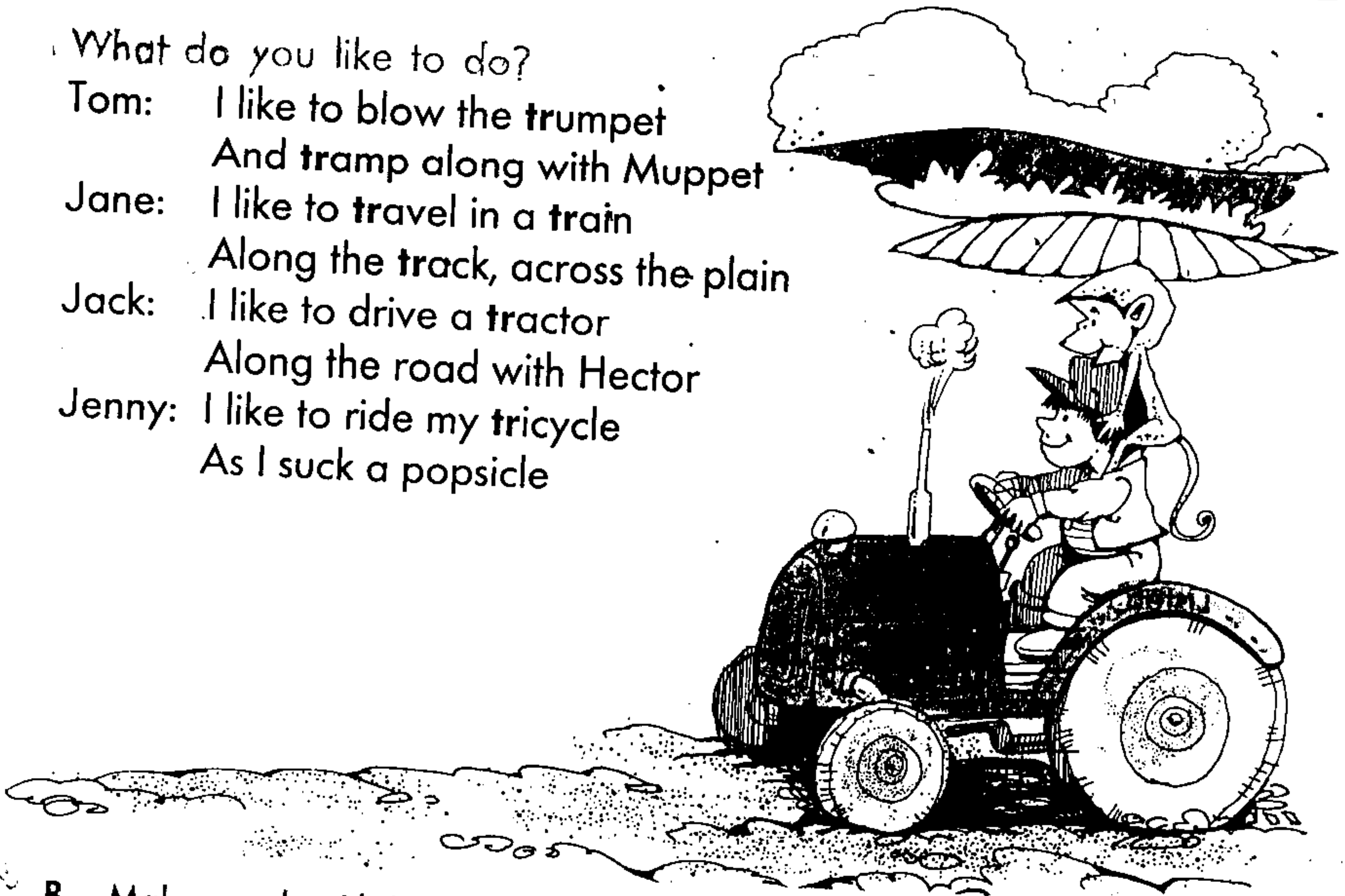
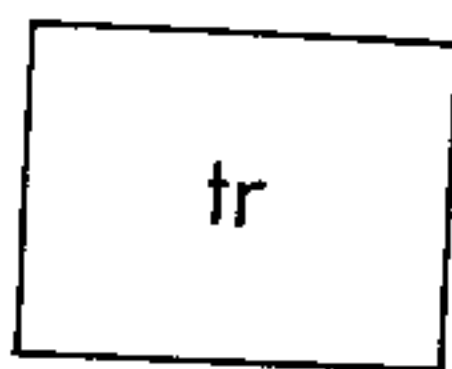
tr as in truck

What do you like to do?

Tom: I like to blow the **tr**umpet
And **tr**amp along with Muppet

Jane: I like to **tr**avel in a **tr**ain
Along the **tr**ack, across the plain

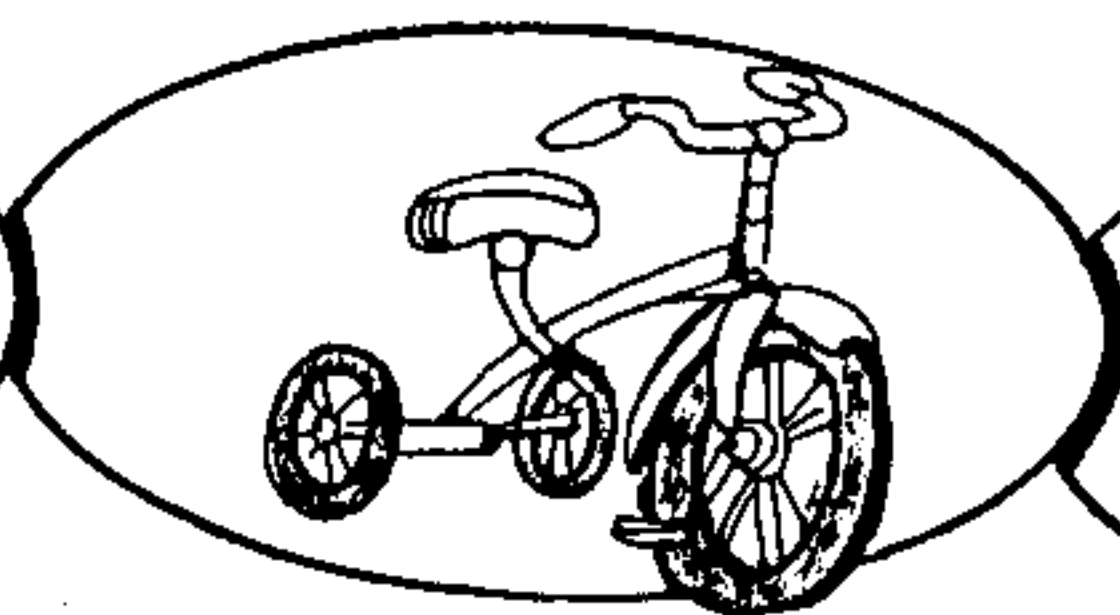
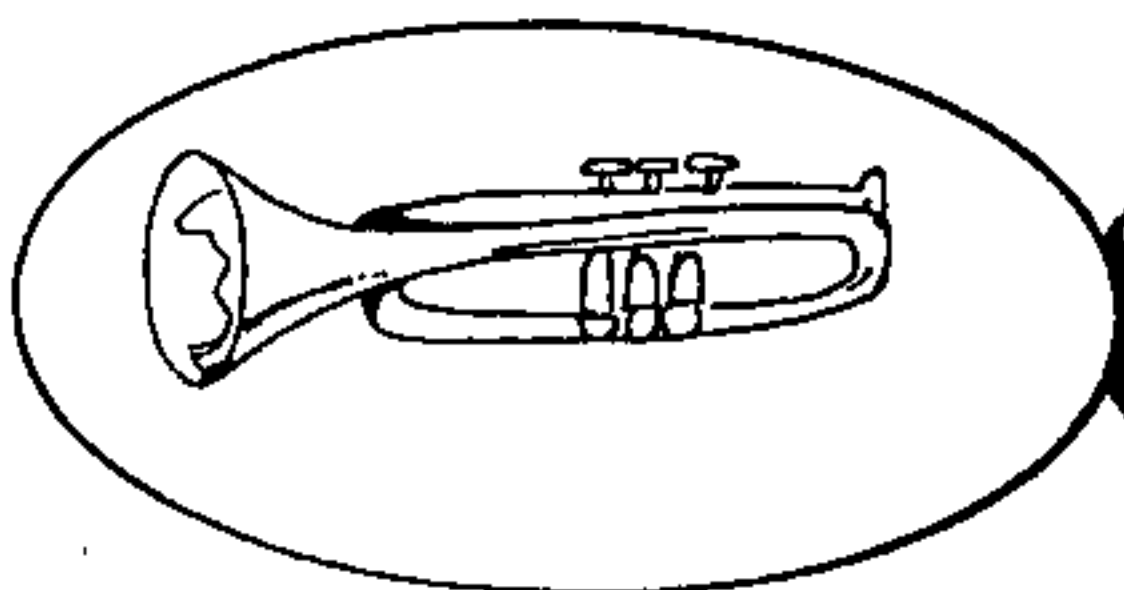
Jack: I like to drive a **tr**actor
Along the road with Hector

Jenny: I like to ride my **tr**icycle
As I suck a popsicle

B Make words with 'tr' and read them. Listen for the 'tr' sound.

tr	___ain	___ace	___ay
	___ick	___ap	___ack
	___unk	___ee	___uck

C Read the sentences and underline the words with the 'tr' sound.

1 The boy rides the tricycle round the tree.

2 Ali tries to blow the trumpet.

D Match the underlined words above with the pictures below. Write the words under the correct pictures.

Level: 4 Term: 1 Week: 7 Day: 2	Lesson Plan	Communication

1. Objectives: The learners will be able to:
- listen and follow
- learn the spelling

2. Function: Learning the spelling

3. Activity: Listening (**Dictation**)

4. Material: Worksheets

---

5. Procedure:

a. - Prepare your class for dictation.

b. Worksheets

- Write the examples sentences on the board. Use the pattern give in the worksheets and explains how they will put slash (/) after each word after listening a sentence.

T- H-I-S / IS / A/ B-O-O-K **(This is a book)**

Task 1 - You say the sentences (given below) one by one and students separate the words by

putting a slash (/) after each word to make sentences.

- Take feedback orally for each sentence

Task 2: (Pair Work)

Students will check each other's sentences and then write the above sentences on the

given lines as they write normally. If you have more time check the spelling of the words orally.

Follow Up: Write as many sentences as you remember.

ELEPHANT CAN SWIM.

BUTTER FLY IS BEAUTIFUL.

THEY ARE EATING LUNCH.

PUSSY IS PLAYING WITH ME.

THE TRACTOR IS A FARM MACHINE.

THIS TREE IS BIG.

I PLAY FOOTBALL ON MONDAY.

HE WANTS ICECREAM.

THE CLOTHES ARE ON THE BED.

Level: 4 Term: 1 Week: 7 Day: 2	Worksheet	Date

Task 1: Listen and separate the words by putting / (Slash) after the words.

E-L-E-P-H-A-N-T C-A-N S-W-I-M.

____

B-U-T-T-E-R-F-L-Y I-S B-E-A-U-T-I-F-U-L.

____

T-H-E-Y A-R-E E-A-T-I-N-G L-U-N-C-H.

____

P-U-S-S-Y I-S P-L-A-Y-I-N-G W-I-T-H M-E.

____

T-H-E T-R-A-C-T-O-R I-S A- F-A-R-M M-A-C-H-I-N-E.

____

T-H-I-S T-R-E-E I-S B-I-G.

____

I- P-L-A-Y- F-O-O-T-B-A-L-L- O-N M-O-N-D-A-Y.

____

H-E W-A-N-T-S I-C-E C-R-E-A-M.

____

T-H-E C-L-O-T-H-S A-R-E O-N T-H-E B-E-D.

____

Task 2: Write sentences on the line in your own way.

Level: 4 Term: 1 Week: 7 Day: 3	Lesson Plan	Reading

1. **Objectives:** The learners will be able to:
   - understand text
   - develop vocabulary
2. **Skill:** Reading Silently
3. **Topic:** Farm Machines
4. **Material:** Text page **(Farm Machines)**, Worksheets

---

5. **Procedure:**

a. **Pre-Reading**

Write the following words on the board and ask them to guess what they are going to read.

crop, farmer, water, goat, tractor, digging

b. **Text Page**

Discuss the picture on the text page

c. **Announcement of the Topic**

d. **Worksheet**

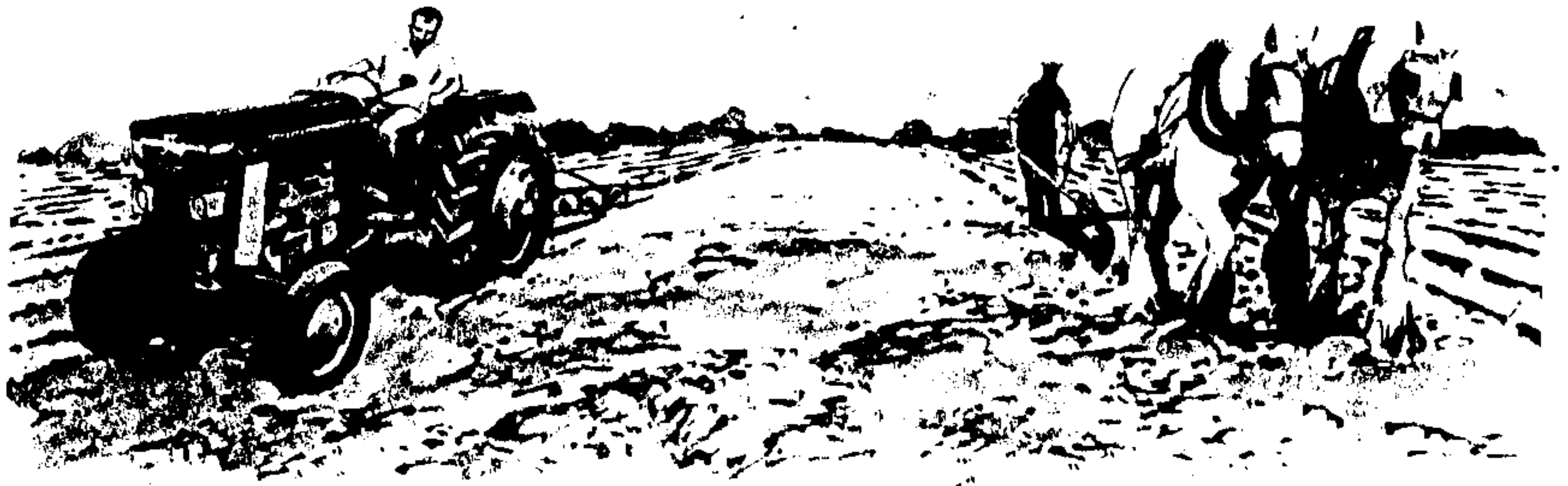
Task 1
Task 2
Task 3

Peer checking and feedback follows each task

6. **Follow Up:**

Write the names of farm machine and paste their pictures.

Level: 4
Term: 1
Week: 7
Day: 3

Text Page

Farm Machines

Now a days farmers use machines.

The most important machine on the farm is tractor.

The tractor is important because it pulls other machines that the farmers uses. It pulls a thresher, a plough or spray machine.

A thresher removes the husk from the grain. A plough digs the ground. A spray machine sprays chemicals on the crop. These machines help the farmer to look after his crops.

Level: 4 Term: 1 Week: 7 Day: 4	**Lesson Plan**	**Reading**

1. **Objectives:** The learners will be able to:
   - read for pronunciation
   - develop fluency in reading
2. **Skills:** Reading Aloud
3. **Topic:** Farm Machines
4. **Material:** Text Page **(Farm Machines)**

---

5. Procedure:

a. Reading Aloud **(20 Mins.)**

Follow the procedure

- **Model Reading –** by the teacher
- **Choral Reading –** Teacher reads every sentence and the whole class follows.
- **Group Reading _** Make groups of three students. One group reads at a time.
- **Paired Reading _** Make pairs and one pair reads at a time.
- **Individual Reading _** One student reads at a time.

Comprehension Questions (Oral Practice)

- Ask them to open the text page of the previous lesson.
- Ask similar questions as many as you can. Take responses orally and let them read the text to find the answers.

- **Which is the most important machine on the farm?**
- **Why is tractor important?**
- **What does a plough do?**
- **What does a thresher do?**
- **What is work of spray machine?**
- **How do the machines help the farmer?**

Free writing --------- (5 Mins.)

Level: 4 Term: 1 Week: 7 Day: 3	Worksheet	Date

Task 1: Read the text and find verbs for these sentences.

- Farmers ____________ machines.
- Tractor ____________ other machines.
- A plough ____________ the ground.
- These machines ________________ the farmer.

Task 2: Connect the right parts with their machines.

A tractor	sprays chemical.
A thresher	digs the ground.
A plough	pulls other machines.
A spray machine	removes the husk from the grain.

Task 3: Choose and tick √ at the right answers.

➢ <u>husk means</u>:

. straw . cover of grain . grass

➢ <u>spray means two pour water from a</u> :

. glass . pipe . machine

Level: 4 Term: 1 Week: 7 Day: 5	Lesson Plan	Writing

1. Objectives: The learners will be able to:
- write a paragraph My village
- develop ideas about farm

2. Function: Describing places

3. Activity: Guided Writing

4. Material: Worksheets

5. Procedure:

a. Pre-Writing

- Prepare the class for writing.
- Discuss orally about the Topic – **My Village**
- Write the topic in the middle of the board. Do not write the given points at this stage.

b. Brain Storming

- Look at the worksheet and don't let the children open their worksheets at this stage.
- Ask questions about points of each heading and write points on the board under the heading as it is give in the worksheet
- You can add ~~come~~ some more if your students come up with new ideas.

Question Pattern

1. **What animal are there in your village?**
2. **What are the jobs of people?**
3. **What do they grow?**

c. Practice

Ask questions on each point more than once and takes responses in complete sentences orally, so that they can have practice of making and writing sentences.

d. Writing

- Make groups, taking three or four students in each group.
- Ask them to write about each heading and its relevant points. They should write four different paragraphs.
- Write the following sentences on the board which they should use in their writing

There .... in the village.
My village has ....
It has ....

c. Peer Checking

Ask them to exchange each other's work and check the work of their group members.

f. Feedback

One of the group members will stand up and read out his/her paragraph to the class.

6. Follow Up: Write a paragraph on "**My Village**".

Level: 4 Term: 1 Week: 7 Day: 5	Worksheet	Date

My Village

Crops

wheat
maize
vegetable
fruits .

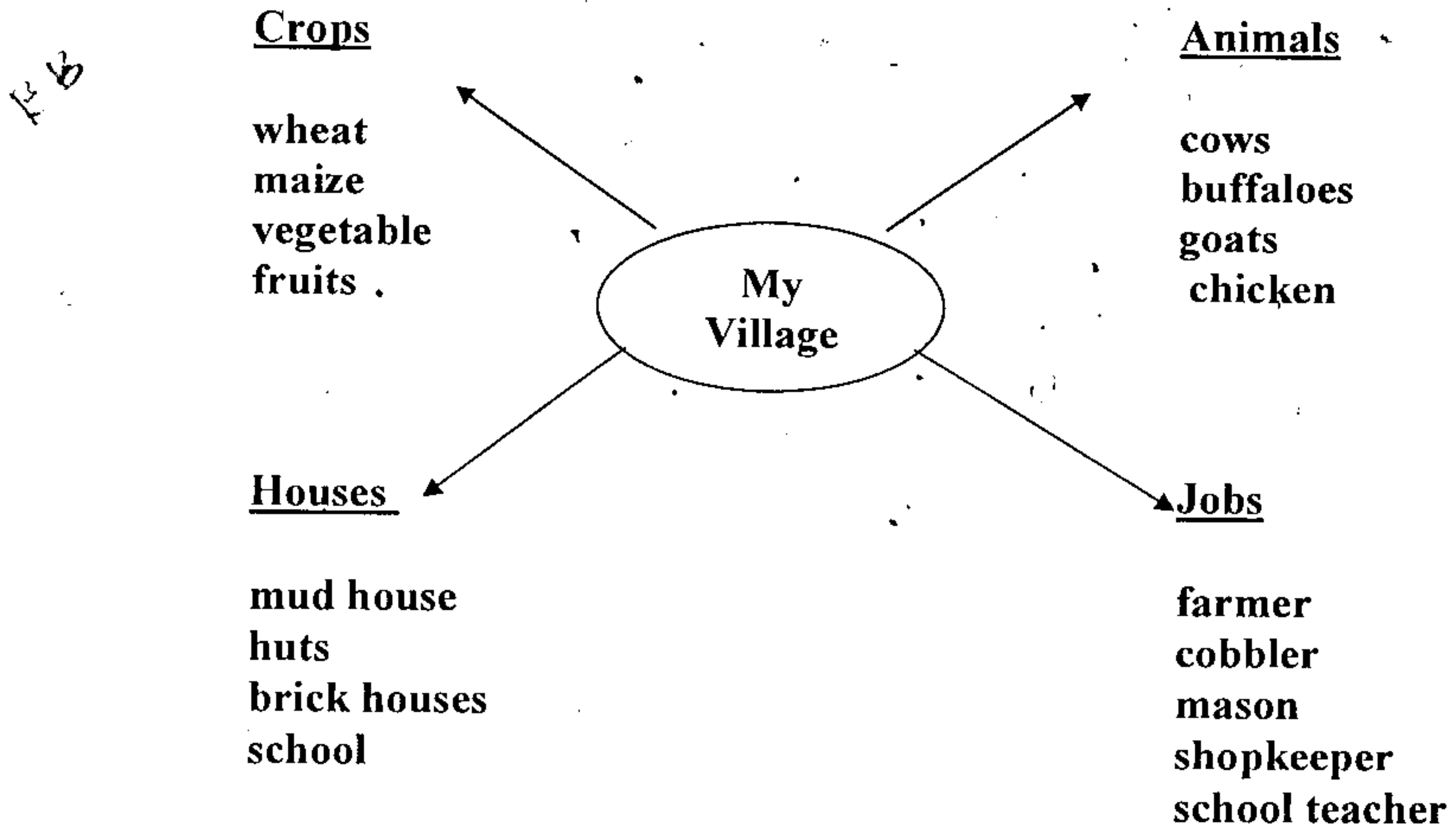
Animals

cows
buffaloes
goats
chicken

Houses

mud house
huts
brick houses
school

Jobs

farmer
cobbler
mason
shopkeeper
school teacher

Task 2: Take help form the diagram and write four paragraphs about My Village.

- Crops

____

____

- Animals

____

____

- Houses

____

____

- Jobs

____

____

Lesson Plans
(English)

Level: 4

Term: 1

Week: 8

Communication	**Reading**	**Writing**	**Assessment**
• Consonant Blend (**gr**- sound) • Listening **(Habits of seven animal families)**	• Poem: **'This Happy Day'**	• **Synonyms**	√

Level : 4 Term : 1 Week: 8 Day: 1	**Lesson Plan**	**Communication**

1. Objectives: The learners will be able to:
-pronounce sounds of consonant blend – **gr**
-distinguish speech sounds

2. Function: Practising the sounds

3. Activity: Speech Activities

4. Material: Worksheet **(gr as in grass)**

---

5. Procedure:

a. Explain how these two consonants –**gr**- are pronounced together quickly. They are called consonant blend. (Do not mention it to your students). Write examples on the board.

b. **Model Reading** (by the teacher)
- Read the rhyming lines in bold voice.
- Read with rhythm and intonation.
- Teacher reads and students listen.

c. Choral Drill
- Teacher reads one line at a time and students follow in chorus.
- Pracitse it many times.
- Group reading, paired reading and individual reading can also be done.

Worksheet
Explain each task one by one..Ask them to sit in groups or in pairs. Take feedback after finishing each task.

Speech Activities and Tasks

6. Follow Up:
Select one activity from the worksheet and write it on the board.

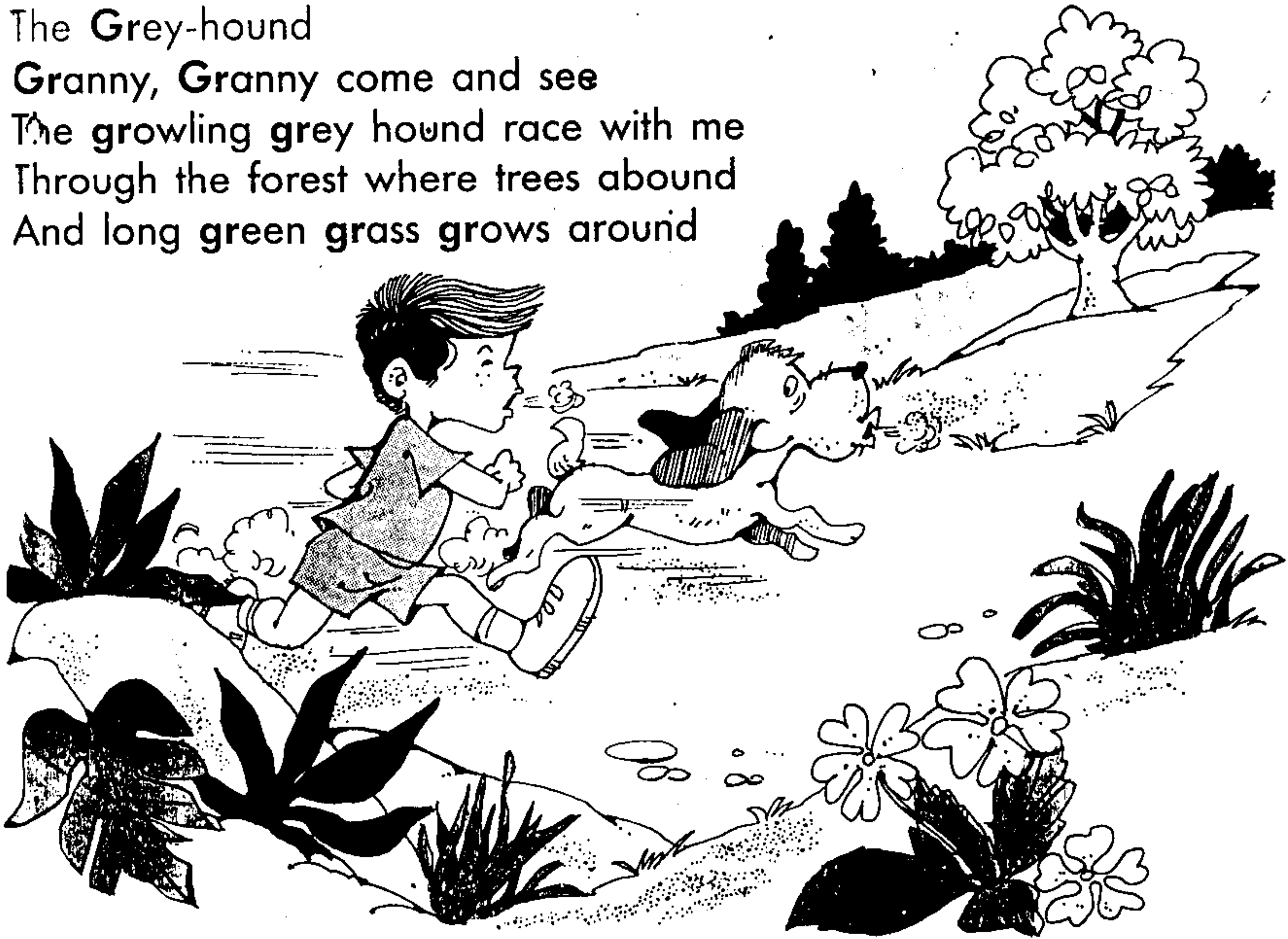
Free Writing ----------- (5 Mins.)

Level: 4
Term: 1
Week: 8
Day: 1

Worksheet

Communication

gr as in **grass**

The **Gr**ey-hound
Granny, **Gr**anny come and see
The **gr**owling **gr**ey hound race with me
Through the forest where trees abound
And long **gr**een **gr**ass **gr**ows around

Word Meanings

Draw a line under each sentence that tells you something about the grey hound.

1 It is a horse.

2 It walks very slowly.

3 It runs very fast.

4 It has long legs.

5 It is a dog.

6 It eats grass and hay.

7 It eats meat and bones.

Phonics and Ear Training

A Read the sentences aloud. Write the words that have the 'gr' sound and say them.

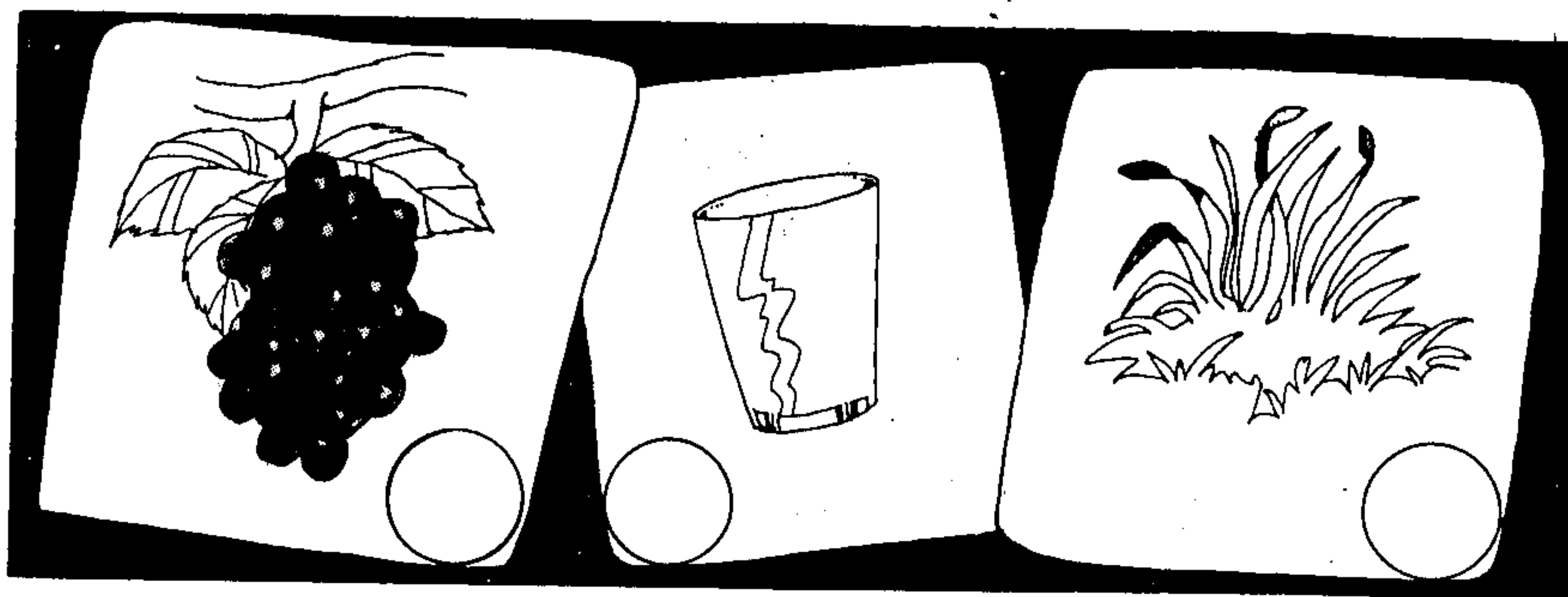
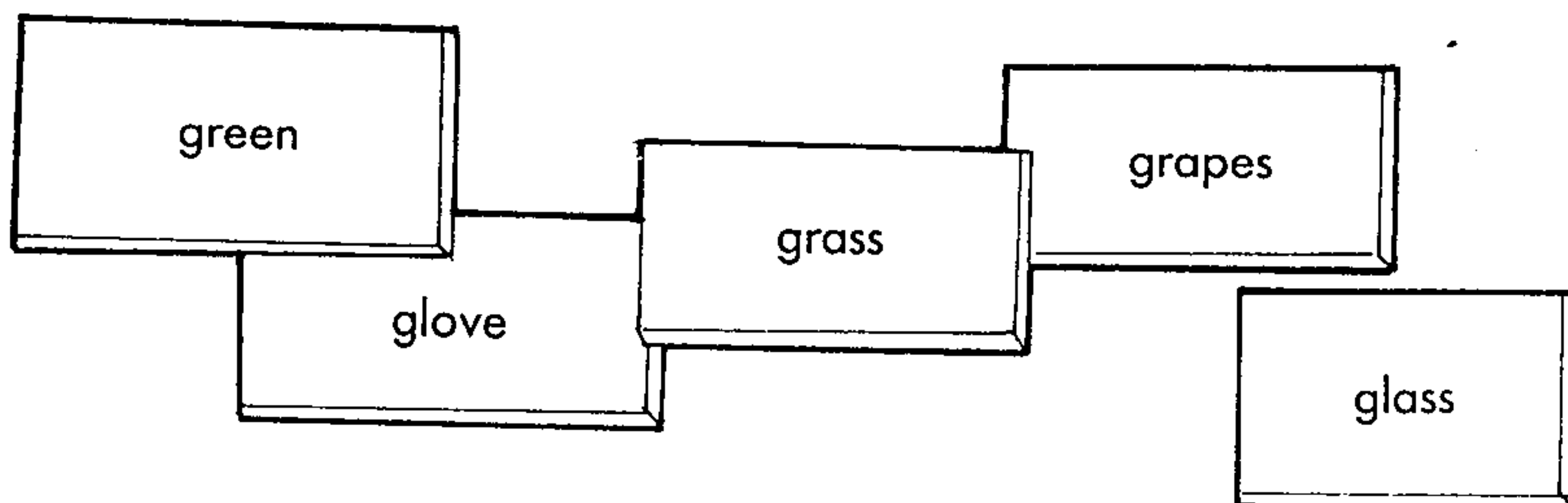
1 The grocer greets Granny. ____________ ____________

____

2 The cows eat growing grass. ____________ ____________

3 My Grandad likes to eat green grapes. ____________

____________ ____________

B Say the names of the pictures. Which word does not have the 'gr' sound? Put a tick (✔) below the picture.

C Say the words below. Circle the words with the 'gr' sound.

Level: 4 Term: 1 Week: 8 Day: 2	**Lesson Plan**	**Communication**

1. Objectives: The learners will be able to:
- listen and check
- develop listening skill

2. Function: Talking about habits of animals

3. Activity: Grid Filling

4. Material: Worksheets (**Habits of Seven Animal Families)**

5. Procedure:

a. Pre-Listening

Prepare them that they are going to listen about seven families of animals and their eating habits.

b. 1st Listening

You read and students listen only. When reading is over, ask about the names of animals

c. 2nd Listening

Distribute worksheets and explain Task 1. Read the sentences properly and they will match the animals with their food they liked.

d. 3rd Listening

Repeat the sentences properly and ask them to put a √ in the boxes where they find answers.

e. Feed back Ask questions on the text orally and students answer by taking help from the worksheet.

6. Follow Up: Write the names of any three animals and their food they liked.

Listening Text **The Habits of Seven Animal Families**

1. **The ducks walked in and out of the pond and ate worms in breakfast and frogs in lunch**
2. **The parrots lived upon the trees which were beautiful and covered with the green leaves. They ate fruits of the trees all day.**
3. **The geese have broad feet so they caught many flies and ate for lunch.**
4. **The owls caught mice and made into pudding for dinner and breakfast.**
5. **The cats sat still in sunshine and ate biscuits in lunch.**
6. **The fishes lived in the lake. They ate their baby fish for breakfast.**
7. **The goats walked into the garden and fields and ate fresh grass whole day.**

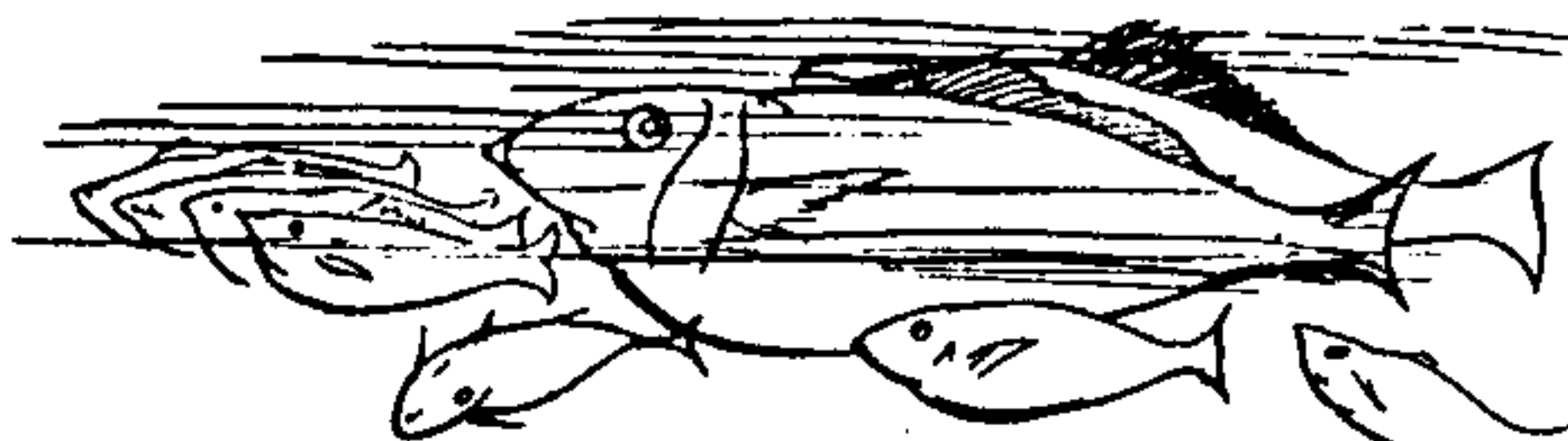
And all these seven families lived together and had fun.

Level: 4 Term: 1 Week: 8 Day: 2	Worksheet	Date

Task 1: Listen and match the seven animal families with their food, they liked to eat.

1. The ducks ate	biscuits
1. The parrots ate	flies
3. The geese ate	baby fish
4. The owlsate	fruits
5. The cats ate	worms and frogs
6. The fish ate	mice
7. The goats ate	grass

Task 2: When did they eat their food? First is done for you.

	Breakfast	*Lunch*	*Dinner*
The duck ate worms	√		
The parrots ate fruits			
The geese ate flies			
The owls ate mice in			
The cats ate biscuits			
The fishes ate baby fish in			
The goats ate grass			

Level: 4 Term: 1 Week: 8 Day: 3	**Lesson Plan**	**Reading**

1. Objectives: The learners will be able to:
- recite poem in rhythm
- enjoy poem reading

2. Skills: Reading for pleasure

3. Topic: This Happy Day (Poem)

4. Material: Poem Page (**This Happy Day**)

---

5. Procedure:

a. Pre – Reading

Ask the followings:

How do we greet each other, when we meet in the morning, in the afternoon in the evening.

b. Poem Page

Discuss the picture on the page and ask few questions

c. Poem Reading

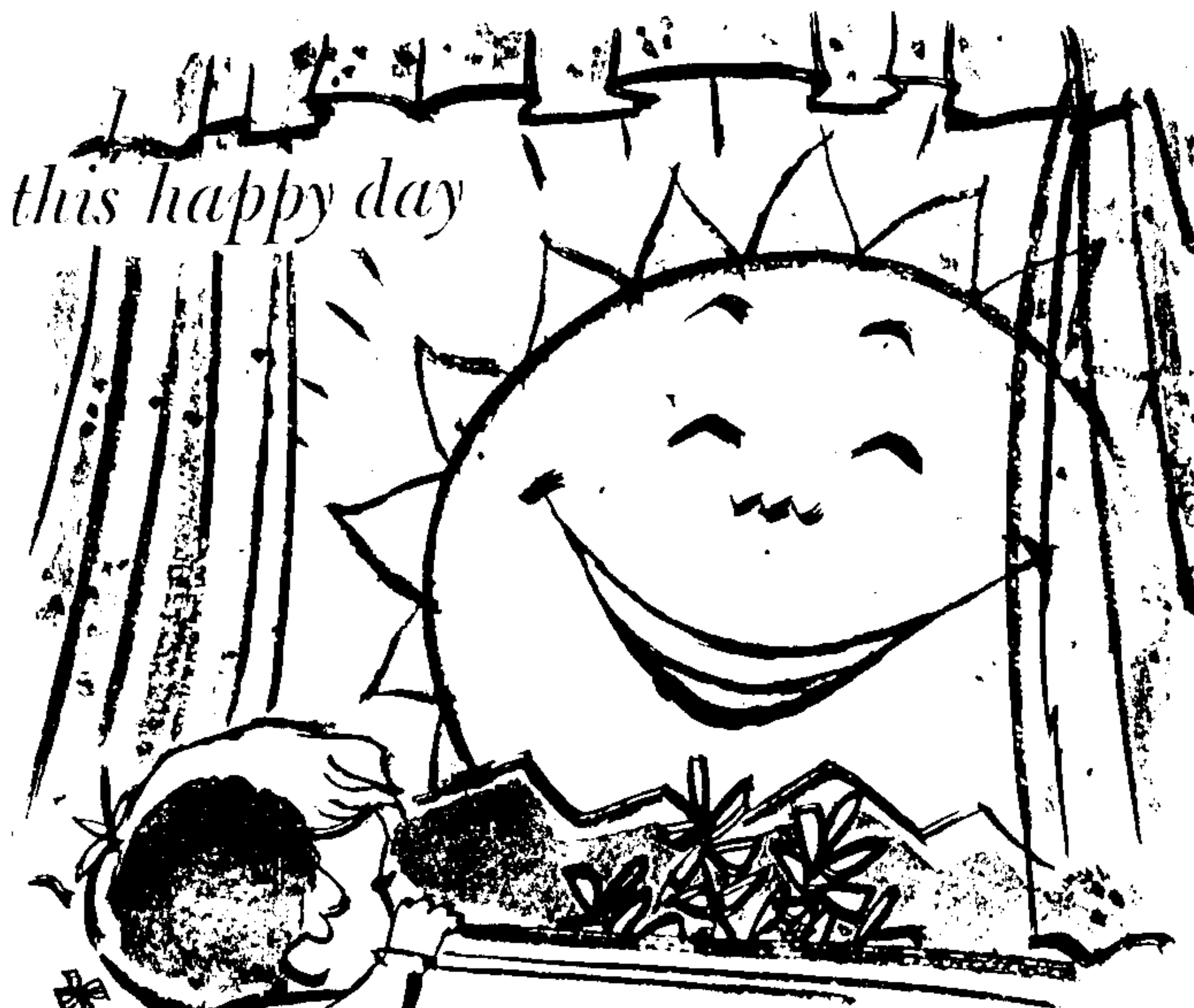
Follow the suggested procedure. **(See orientation pages given at the back)**

d. Worksheet

Help them in doing the task. Pair work, pair checking and feedback follows each task.

6. Follow Up:

"Copy the poem and draw a picture of Sun"

Free Writing ---------- (5 Mins.)

This Happy Day

By Harry Behn

Every morning when the sun
Comes smiling up on everyone,
It's lots of fun
To say good morning to the sun.
Good morning, Sun!

Every evening after play
When the sunshine goes away,
It's nice to say,
Thank you for this happy day,
This happy day!

Level: 4 Term: 1 Week: 8 Day: 3	Worksheet	Date

Task 1: Read the poem and find the rhyming words.

____

____

Task 2: Read the poem again and complete the dialogues between sun and you.

You: Hello ___________

Sun: ___________________

You: Good morning, Sun.

Sun: ____________________

You: Thank you for _____________

Sun: You are ________________.

Level: 4 **Term: 1** **Week: 8** **Day: 4**	**Lesson Plan**	**Writing**

1. **Objectives:** The learners will be able to:
   - develop vocabulary
   - learn synonyms
2. **Function:** Increasing Vocabulary
3. **Activity:** Matching and Box filling
4. **Material:** Worksheet (Synonyms)

5. Procedure:

a. Check if they know about synonyms. Explain and write on the board.

> **Some words have same meanings.**
> **They are called Synonyms**

e.g. **small** ________ **little**
neat ________ **clean**

b. Worksheet

Task 1: Ask them to read out the words together before doing the task. Explain the the concept of synonyms.

Task 2: Draw the columns on the board and put one word (only)in each column. Discuss words orally, then ask them to do themselves.

Pair Work, Peer checking and feedback

6. Follow Up:

Write ten pairs of synonyms

Level: 4 Term: 1 Week: 8 Day: 4	Worksheet	Date

(Synonyms)

Task 1: Join the words that mean the same. One has been done for you.

answer	begin	assist	scared
start	little	stop	gift
big	talk	fall	help
repair	reply	finish	halt
speak	large	afraid	drop
small	mend	present	end

Task 2: Now, look at this wall of words:

Put them in the right boxes:

Level: 4
Term: 1
Week: 8
Day: 6

Assessment

1. Make words with 'gr' sound and 'tr' sound. (3)

________een ________ain ________uck

________apes ________ay ________ass

2. Write the words which mean the same (synonyms). (2)

speak____________

big ____________

neat ____________

move ____________

3. Write few lines about your Village. (2)

Crops: Animals:

Jobs: Houses:

____

____

____

____

____

____

____

4. **Read the text and write answers of the questions, given below.** (3)

Riaz is a farmer. He enjoys working at his land. He uses machines at his land and grows many crops. He ploughs the land with a machine. When crop is ready, he cuts it with a machine and uses thresher to remove the husk from the grain. He is a not a poor man now because he uses machines at his land.

1. How does Riaz grow many crops?

____

2. What does a thresher do?

____

3. Riaz has become a rich man. Why?

____

Teaching Poem.

A poem is to make your students happy. They enjoy it and feel the rhythm of language. Encourage them to recite poems to each other, to their parents and others, outside the classroom.

Procedure:

1. Pre-Reading.

- Talk about the things, which are relevant to the poem or heading of the poem.
- Ask relevant questions but not directly on the poem. Write the topic on the board.
- Put up the picture (if available) on the board or discuss the picture of the poem page.

2. Reading.

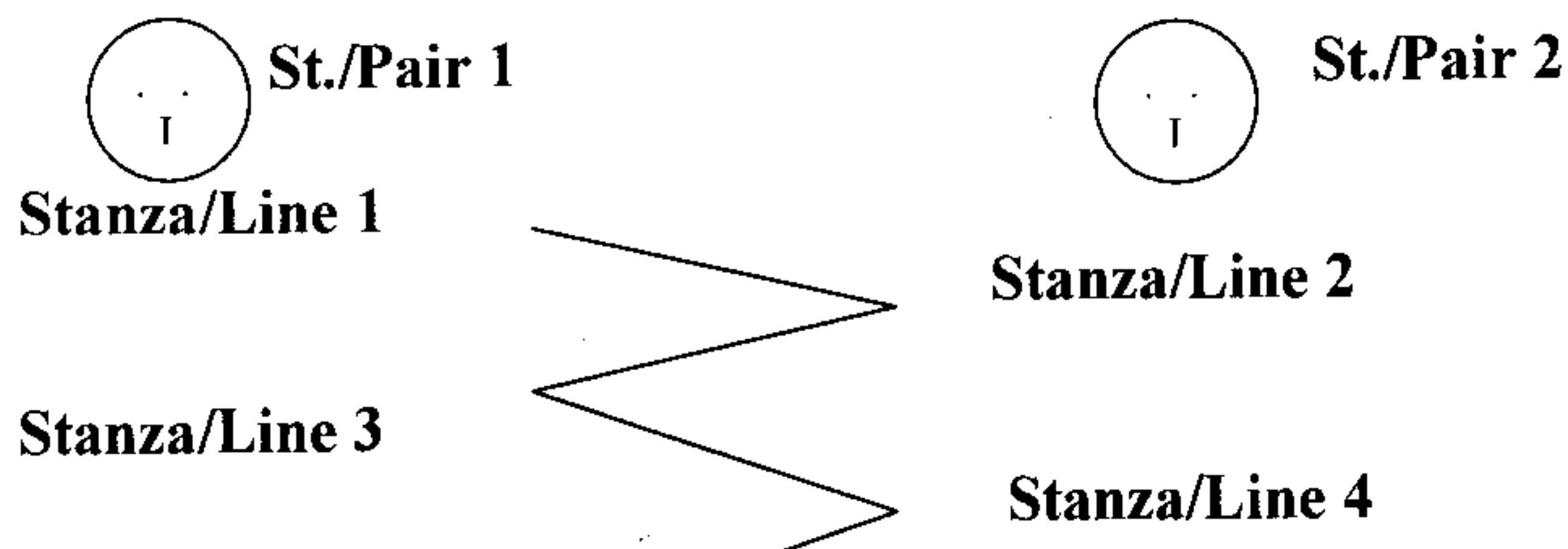
Model Reading

- Read the poem aloud.
- Ask the learners to listen attentively.
- Recite the poem line by line and ask the learners to repeat after you in a drill form.

Group Reading

- Divide the class in two groups, putting four members in each group.
- Each group recites the poem in chorus.
- If the poem is long, then each group reads one stanza at a time.

Paired Reading

- Divide the groups into pairs.
- Each pair stands up and recites the poem to the class and the class recites the poem in chorus after them.
- Pairs recite the stanza or lines to each other.

Individual Practice.

- Ask them to recite the poem one by one.
- After having much practice you can ask them to sing the poem without looking at the poem page.

Note: *During the reading and singing, use actions and rhythm to make it livelier.*

Reading Aloud

Reading aloud means when a child stands up and reads the text aloud in front of class. Reading aloud doesn't help in comprehension. It only promotes pronunciation, intonation of voice, expression, fluency and speed. However it is very important at the beginners level.

Strategies of Reading Aloud.

1. **Model Reading.**

   - Teacher reads aloud to the whole class in order to provide good reading model. (The learners listen and the teacher reads aloud)

2. **Paired Reading.**

   - The experience of reading together in pairs allows them to read in a risk free atmosphere. They feel confident and do not feel terrified in making mistakes. So make pairs, taking one brilliant and an average or one average with a slow learner.

3. **Group Reading.**

   - When students read together, they are not singled out, but begin to feel more relaxed and confident in the group. Single student experience anxiety and frustration when he/she is asked to stand up and read out to the class.

Procedure.

- Give model reading to the learners in comfortable speed and appropriate pronunciation. (By the teacher only)

- Make groups of three or four. They read together and the class listens.

- Make pairs and ask them to read together to the class.

- Also give them chance to read individually but first to the sharp student then average and then slow.

Teaching Extensive Reading.

Extensive reading means reading for pleasure. The main purpose of **Extensive Reading** is to train the readers to read fluently in **English** for their enjoyment. Extensive reading is not a waste of time. It serves a purpose and:

Procedure.

1. **Selection of storybooks.**
   - Select storybooks or poems or any information text.
   - Keep the level and interest of the learners in consideration.
   - You can select and ask the learners what they would like to read.
   - Material should be collected before the class begins.
2. **Motivation.**
   - Make them aware that they cannot learn a foreign language without reading some more material from the textbooks.
   - Create a confidence that they can understand the stories without knowing the meaning of difficult words.
   - Explain that they are reading for pleasure and not for class work or examination.
3. **Procedure. (While Reading)**
   - Make groups (Taking three members in each group) or pairs.
   - Distribute one copy of book/material to each group.
   - Allow them to read aloud – one reads in a group and the other two listen and keep on changing the turn of reader or they can read individually.
   - They can also do individual reading.
   - Train them to guess the meanings of words and sentences themselves and don't encourage them in asking the meanings of words.
   - Encourage them to use dictionary but not very often – only once or twice.
   - Teach them to focus on main ideas and overlook other details of the text.
   - Help them reading in phrases and sentences instead of reading each word separately.
   - Keep on moving around to have a watch and provide support to the learners.
   - Tell them that they will finish their reading 10 minutes before the period ends.
   - Every group will give feed back in the last 10 minutes.
4. **Feed Back.**
   - Take feed back on main points. Don't go into detail. First take feed back orally.
   - You can also set a task on reading e.g. draw grid on the board and ask about the followings
   - Task should be very simple, such as:

Name/Title of the book or story.	Pages read. (How many?)	Characters (Only names)	What you liked?	Disliked?

Free Writing

- Free writing is an exercise, which brings fluency in writing, develops muscular control and removes hesitation and fear of writing right from the beginning. It is a confidence building exercise.

- It gives learners a chance to express their opinions.

- Free writing is not to be checked for spellings or grammar mistakes or ideas and organization by the teachers.

- Teachers should take their learners into confidence before setting them to write, so that they feel relaxed and free. Although a teacher can make encouraging comments or remarks to motivate them for more writing by saying e.g. "**I enjoyed reading – Tell me about it – It was wonderful to see that**."

- Free writing requires parent training in which teacher should explain to them that it is an experiment or exercise to improve their writing skill. Request parents to be patient for at least one academic year and then see the results.

Procedure.

- Take them into confidence that there will be no checking or assessment.

- Ask them to write whatever comes in their mind. They can write about people, school, parents, family, friends, animals, nature, books, stories, characters, events or whatever comes in their minds.

- Ask them to draw margin line and put date.

- They are supposed to write with pencil and on alternate lines.

- It should be a timed activity – not too relaxed, not too limited.

Record keeping.

Since this is an ongoing activity and a part of a writing program, so record keeping is must. There are different options. You choose according to your convenience or requirement of the learners.

- The learners should have a separate copy for it and that should strictly be kept in school and never to be sent to parents.

Or

- You can provide a page or loose paper and maintain a record in a folder or file.

Or

- You can do it in you own style for keeping record.